

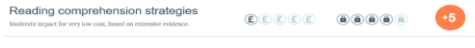
Pupil premium strategy statement

1. Summary information					
School	Coaley C of E Primary School				
Academic Year	2016-2017	Total PP budget	£17,160	Date of most recent PP Review	6.7.17
Total number of pupils	61	Number of pupils eligible for PP	13 (21%)	Date for next internal review of this strategy	October 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)	50%	10%	40%
% achieving the pass mark in Year 1 phonics	82%	18%	81%
% achieving the pass mark in Year 2 phonics	50%	0%	50%
% achieving in reading, writing and maths	27.3% (KS1) 33.3% (KS2)	0% (KS1) 25% (KS2)	53.3% (KS1)
% making progress in reading	63.6% (KS1) 83.3.% (KS2)	0% (KS1) 25% (KS2)	63.6% (KS1) 75% (KS2)
% making progress in writing	36.4% (KS1) 33.3% (KS2)	0% (KS1) 33.3%(KS2)	36.4% (KS1) 66.6% (KS2)
% making progress in maths	45.5% (KS1) 66.7% (KS2)	0%(KS1)66.7% (KS2) 66.7%	45.5.% (KS1) 33.3% (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	The gap between RA and chronological age has bene reduced by at least 50%

	Additional reading in class on a 1:1	
B.	Maths- to attain the national standard Termly tests – Maths Hub and PUMA standardised scores.	To achieve age standardised score of 100. Progress measured in reducing the gap.
C.	Writing- to attain the national standard	To measure how many children are making progress towards expected.
D.	Improved resilience in all subjects eg having the confidence to try but not always achieve. (Use of Growth Mindset and Successful learning strategies)	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	More shared reading across the curriculum. Extra reading session for 1:1 for PP children. Dancing Bears Additional Phonics teaching . Rapid reading and Talisman resources . Writing- Rapid Writing and specific sentence building support. Teaching reading comprehension strategies.	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. 	Weekly monitoring through staff meetings and inset training.	HT All staff	September 2017



<p>B Maths – Improve age standardised scores across all PP children.</p>	<p>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.</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>Through pupil progress meetings, staff to discuss data analysis. Intervention sheets used between TA and CT's.</p>	<p>HT All staff</p>	<p>September 2017</p>
<p>C Writing- To extend pupils ability to produce writing at an 'expected standard'.</p>	<p>Coaley writing expectation grids to be used for staff to regularly assess children's writing.</p> <p>Use of 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.</p> <p>Discrete grammar lessons feed into work covered during the week.</p> <p>Use of Talk4writing strategies and Alan Peat sentence types.</p> <p>Training on use of effective feedback and marking-next steps and new learning to be worked on.</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 work on Coaley writing expectation grids.</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>September 2017</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	September 2017
Total budgeted cost					£15,960
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?
Accelerated progress for PP children increases the number achieving expected levels of attainment. Targeted interventions resulting in rapid progress and the diminishing of differences between the disadvantaged group and their peers.	Paying for adults to support PP children in or out of the classroom each afternoon. Interventions on offer: 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.	Some of the children need targeted support to catch up or consolidate areas in which they are less secure. Some PP children have multiple vulnerabilities which can slow progress and prevent age related attainment. Outcomes at the end of KS1 require improvement in all areas.	Class timetables showing intervention s across the week. Intervention records. Monitoring and evaluation through: Lesson observations Staff appraisal Drop-in Learning walks Book scrutiny Pupil voice Pupil progress meetings.	HT All staff	Once the intervention is complete. In line with Pupil Progress Meetings.

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.	<p>Some PP children have other issues which make them vulnerable and therefore require additional emotional support to aid their performance and happiness on school.</p> <p>Low aspirations and self-esteem.</p> 	Pupil voice	All staff	Termly
Disadvantaged pupils achieving in-line with national outcomes in phonics in Year 1 and Year 2.	Discreet phonics teaching, small-group and individual, 20 minutes daily.	<p>Low number of disadvantaged children passing the phonics screening check.</p> 	Analysis of outcomes Lesson observations Appraisals Drop-ins.	KW EH SK	Half-termly
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?
<p>Improved attendance</p> <p>School achieves attendance target</p> <p>PP children achieve the target.</p> <p>Improved punctuality</p>	<p>Attendance monitoring</p> <p>Involvement of EWO</p> <p>Un-authorising of all holidays in term-time (except exceptional circumstances).</p> <p>Rewarding good attendance.</p>	<p>Attendance and punctuality of PP children needs to be in-line with the other children.</p> 	<p>Attendance monitoring</p> <p>Working with EWO to improve practice and procedures.</p> <p>End of year attendance data</p> <p>Attendance on weekly newsletter and highlighting to parents what happens if children are taken out for holidays.</p>	SF and SK	<p>Weekly</p> <p>Half-Termly monitoring of attendance.</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.	Sessions on expectations in each year group. SATs sessions. Weekly drop-in sessions on Friday. Parents' Meetings.	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 specially in reading, writing and maths. 	Attendance at sessions Feedback from parents Increase in the number of children being supported at home.	HT and all staff	End of school year
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.	Attendance at after school clubs.	HT and all staff	After the club has finished.
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)	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.	HT and all staff	After each experience.
Total budgeted cost					£200

5. Review of expenditure				
Previous Academic Year		2015-2016 –Mrs Kearns took up Acting Headship full time in Summer 2 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
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iii. Other approaches				
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6. Additional detail
<p>In this section you can annex or refer to additional information which you have used to inform the statement above.</p> <p>Our full strategy document can be found online at: www.aschool.sch.uk</p>