# Pupil premium strategy statement – Collingtree Church of England Primary School

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| 1. **Summary information** | | | | | |
| **School** | Collingtree Church of England Primary School | | | | |
| **Academic Year** | 18-19 | **Total PP budget** | £15,264 | **Date of most recent PP Review** | September 18 18 |
| **Total number of pupils** | 145 | **Number of pupils eligible for PP 2018-2019** | 7 x FSM  2 x Ever6  2 Post Lac (1 x FSM)  1 x service  Total 12  12 total | **Date for next internal review of this strategy** | Summer  2019 |

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| 1. **Current attainment** | | | | | |
| CO | | | *Pupils* ***eligible*** *for PP 2017-2018*  *(8 children in Y1 – Y6)*  *KS1 – 1 FSM*  *KS2 – 1 FSM, 5 Ever 6, 1 Post LAC* | | *Pupils* ***not eligible*** *for PP*  *2017-2018*  *(146 children in Y1-Y6)* |
| **% achieving combined or above in reading, writing & maths – Summer 2 2017- Summer 2 2018 – year groups 1-6** | | | Pupil Premium  Year 1 – 0%  Year 2 - None  Year 3 – 33.3%  Year 4 – 50%  Year 5- None  Year 6- 50% | | Non Pupil Premium  Year 1 – 59% (10/17)  Year 2 – 74% (20/27)  Year 3 – 57% (17/30)  Year 4 – 56% (14/25)  Year 5- 85% (22/26)  Year 6- 63% (15/24) |
| **% making 5 points progress or more in reading - Summer 2 2017 – Summer 2 2018 - year groups 1-6** | | | Pupil Premium  Year 1 – No Data  Year 2 - None  Year 3 – 100%  Year 4 – 100%  Year 5- None  Year 6- 100% | | Non Pupil Premium  Year 1 – No Data  Year 2 – 63% (17/27)  Year 3 – 80% (24/30)  Year 4 – 72% (18/25)  Year 5- 96% (25/26)  Year 6- 92% (22/24) |
| **% making 5 points progress or more in writing - Summer 2 2017 – Summer 2 2018 – year groups 1-6** | | | Pupil Premium  Year 1 – No data  Year 2 – None  Year 3 – 100%  Year 4 – 100%  Year 5- None  Year 6- 100% | | Non Pupil Premium  Year 1 – No data  Year 2 –74% (20/27)  Year 3 – 83% (25/30)  Year 4 – 72% (18/25)  Year 5- 96% (25/26)  Year 6- 88% (21/24) |
| **% making 5 points progress or more in maths - Summer 2 2017 – Summer 2 2018 – year groups 1-6** | | | Pupil Premium  Year 1 – No Data  Year 2 - None  Year 3 – 100%  Year 4 – 100%  Year 5- None  Year 6- 50% | | Non Pupil Premium  Year 1 – No Data  Year 2 – 74% (20/27)  Year 3 – 83% (25/30)  Year 4 – 70% (16/25)  Year 5- 95% (25/26)  Year 6- 88% (21/24) |
| **Key stage 2 2017 SAT results (2016 results)** | | | |  |  |  |  | | --- | --- | --- | --- | | **Combined Year 6**  **1 child = 4.2%** | **Whole cohort (24)** | **PP**  **(2)** | **Non**  **PP**  **(22)** | | **Achieving 100+**  **National 64% (61%)(53%)** | 63 %  15 children | 50%  1 child | 59%  14 children |      |  |  |  |  | | --- | --- | --- | --- | | **Reading Year 6** | **Whole cohort (24)** | **PP**  **(2)** | **Non PP**  **(22)** | | **Achieving 100+**  **National** | 79%  19 children | 50%  1 child | 75%  19 children |      |  |  |  |  | | --- | --- | --- | --- | | **Maths Year 6** | **Whole cohort (24)** | **PP**  **(2)** | **Non**  **PP (22)** | | **Achieving 100+** | 63%  15 children | 50%  1 child | 59%  14 children |  |  |  |  |  | | --- | --- | --- | --- | | **Writing Year 6** | **Whole cohort**  **(24)** | **PP**  **(2)** | **Non PP (22)** | | **Expected or above** | 75%  18 children | 50%  1 child | 71%  17 children | | | |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | | |
|  | | Barriers and vulnerabilities to learning for individual PP children to be acted upon. (Finding out specific barriers through observation including speech and language) | | | |
|  | | SENco, Teaching Assistant, Teachers and PPC support to be used more effectively. (Pre – Post and Feedback) | | | |
| **C.** | | Attitudes and dispositions to learning for PP children needs to be built upon and a continuing focus. (Growth Mindset and Metacognition). | | | |
| **D.** | | Social and Emotional learning. | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | | |
| **E.** | | Enrichment opportunities for PP children needs to be widened so that all PP children can benefit. | | | |
| 1. **Desired outcomes** *(Desired outcomes and how they will be measured)* | | | | **Success criteria** | |
|  | A whole school shared understanding of the vulnerabilities and barriers to learning for individual PP children with interventions and support in place to improve attainment and progress. Also to identify these through observations and conversations with the children. | | | More PP children making more progress as a result of individual needs being met and individual guidance being advised by SB. | |
|  | Quality of interventions (in terms of impact) and support from SENco and Teaching Assistants (in terms of maximising time and impacting on progress) improved. Teachers and TA as well as SENco to use pre learning and post learning tools to identify needs and prepare children for specific lessons. | | | Provision Map evidences interventions and additional class support that clearly impacts on positive outcomes for PP children.  Planning from teachers maximises the support from SENco and Teaching Assistants (e.g. pre and post learning opportunities planned for). | |
|  | Children know ‘how to learn’ and the attributes that make a ‘good learner’ and the strategies to use to support progress to be made. | | | Children actively demonstrate ‘Growth Mindset’ attributes when learning and an understanding of ‘how to learn’ as independent learners. | |
|  | High quality interventions provided to ensure PP children ‘have a voice and effective means of communication (orally and written) | | | Provision Map shows all social and emotional interventions and show positive impact of intervention work for PP children. | |
|  | More PP children experiencing enrichment opportunities. | | | Enrichment experiences raising aspirations for PP children and inspiring children to learn. | |

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| 1. Planned expenditure | | | | | | |
| * Academic year | | 2018-2019 | | | | |
| 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 | | | | | | |
| 1. 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:  Increasing number of PP children making more progress with vulnerabilities and barriers to learning being supported. | Spreadsheet formulated to identify individual vulnerabilities and barriers to learning for individual PP children (completed Autumn term 1 2017 by Teachers) and interventions and support targeted in the autumn term 2 to meet these needs. (Intervention timetable created.) | | CPD  Marc Rowland book ‘Updated Practical Guide Pupil Premium’.  Leadership advice from Rebecca Osborne. | SENco and teachers to meet/discuss termly (alongside assistant head) and work together to review spreadsheet (Spring Term 2018) and plan interventions and support to help remove barriers to learning for the following term.  Provision Map (end of Autumn term 2) will evidence how vulnerabilities and barriers to learning have been supported through interventions and additional support.  Learning Walks and Annotated planning    Feedback from teachers, teaching assistants, SENco, assistant head and children  Tracking progress of PP children | SW, SB and SLT leading.  Shared with Governors, Teachers and Teaching Assistants | Summer 2019  Cost: Pupil Premium Champion £4000  2hours per week PP focus  Analysing data, Meetings with SENco, assistant head, CT’s and TA’s, learning walks/observations, AH and HT meetings regarding PP, PPM’s, timetable allocations. |
| 1. 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? |
| B:  Provision Map evidences interventions and additional class support that clearly impacts on positive outcomes for PP children.  Planning from teachers maximises the support from SENco and Teaching Assistants (e.g. pre and post learning opportunities planned for). | Interventions and support delivered to target vulnerabilities and barriers to learning identified on spreadsheet after further investigation by PPC.  Specific interventions/ to run from Autumn 2 for PP and SEN children.  These will run at regular timetabled times and assessed and evaluated every six weeks to evaluate where to go next – dates organised in spring term  Planning shared weekly with Head of School and Teaching Assistants. SENco and PPC can also access this.  Pre-learning opportunities planned for by Teachers.  Post-learning opportunities also planned by teachers. Used by SENco and Assistant Head to give feedback, address misconceptions quickly and to help embed new knowledge and skills. | | EEF toolkit suggests that targeted interventions matched to students with specific needs can be effective. Small group interventions with highly qualified staff have shown to be effective, as highlighted in evidence sources such as Visible Learning by John Hettie.  Many different evidence sources e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment. | SENco, PPC, Teachers and Teaching Assistants all working together.  Monitoring of interventions.  Learning Walks and Observations.  Scrutiny of ‘Monitoring Impact of Interventions’ – clear initial assessments and end assessments with impact of interventions evidenced.  Annotated planning.    Feedback from Teachers, Teaching Assistants, SENco and Children  Tracking progress of PP children. | SW, SB and SLT leading.  Shared with Governors, Teachers and Teaching Assistants | Summer 2019  Cost:  TA time: £1500  Senco: £800  Intervention time and support for SENco  Pupil Premium Champion: as above |
| 1. 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? |
| C:  Children actively demonstrate ‘Growth Mindset’ attributes when learning and an understanding of ‘how to learn’ as independent learners. | Growth Mindset – Introduce to the whole school Spring 2 2019. Need to deliver and embed through assemblies with PPC – collective worship growth mindset started in Autumn 2  Students from university to carry out a trail in Year 4 | | EEF - Pupils who received the growth mindset workshops made an average of two additional months’ progress in both English and Maths - the finding for English was close to statistical significance, and this suggests evidence of promise. The professional development intervention led to higher scores on the growth mindset measurements for pupils eligible for FSM and this finding is secure. | SENco, Assistant Head, Teachers and Teaching Assistants all working together.  Learning Walks and Observations.    Feedback from Teachers, Teaching Assistants, Learning Mentors and Children  Tracking progress of PP children.  Marking and children’ responses to marking.  Whole school mindset questionnaire delivered in spring and then redelivered in Summer term to monitor impact.  Collective worship focus **new** | SW, SB and SLT leading.  Shared with Governors, Teachers and Teaching Assistants | Summer 2019  Book: £25  Staff Meeting: £325 |
| 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? |
| D:  Provision Map shows all social and emotional interventions and show positive impact of intervention work for PP children. | TA’s to deliver specific social and emotional interventions to those children that need this. | | Research shows us that children who struggle to socialise and communicate or struggle with friendships groups have a hard time at school and this in effect has negative effects on their education. With all the wellbeing and growth mindset and mental health awareness that we have around us at the moment, it is important these concerns are addressed. | Feedback from delivering TA and teachers  Reduced behaviour incidents  Reduced T/HT involvement in resolving issues  Strong friendship groups  Reduced issues at breaktime | SLT – SENco and HoS  Delivering TA | Spring 2019  Resources: £500  TA: £800 |
| E: Enrichment experiences raising aspirations for PP children and inspiring children to learn. | Scrutinise which PP children access PP vouchers for music lessons and extra curricula activities and how additional curricular activities and trips subsidised.  Consider how we promote voucher scheme so more parents access vouchers. | | Raise aspirations and provide enrichment opportunities. |  |  | Cost:  Music £300  Drama £990  Breakfast Club - £975  Extra-Curricular and other –  £5049  (Trips  Visitors in  External club providers etc) |
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| Total costing = £15,264 | | | | | |  |

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| 1. **Review of expenditure** | | | | |
| **Review of the above** | | **2018-2019** | | |
| 1. **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:  Increasing number of PP children making more progress with vulnerabilities and barriers to learning being supported. | Spreadsheet formulated to identify individual vulnerabilities and barriers to learning for individual PP children (completed Autumn term 1 2017 by Teachers) and interventions and support targeted in the autumn term 2 to meet these needs. (Intervention timetable created.) | Spreadsheet formulated initially but when PP champion took the role of HoS, a new way to encourage tracking the PP children was adopted. This is using the Venn diagrams to look at progress made and then these children including PP were discussed at PP meetings.  Barriers discussed with PP champion and SENco. | Continue to meet with SENco and teachers to plan interventions and help support remove barriers to learning.  Continue to develop the provision map to evidence how vulnerabilities and barriers to learning have been supported through interventions and additional support.  Continue to monitor PP children through learning walks and tracking progress through the Venn diagrams.  Continue to track progress of PP children through the matrices. | Cost: Pupil Premium Champion £4000  2hours per week PP focus |
| **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** |
| B:  Provision Map evidences interventions and additional class support that clearly impacts on positive outcomes for PP children.  Planning from teachers maximises the support from SENco and Teaching Assistants (e.g. pre and post learning opportunities planned for). | Interventions and support delivered to target vulnerabilities and barriers to learning identified on spreadsheet after further investigation by PPC.  Specific interventions/ to run from Autumn 2 for PP and SEN children.  These will run at regular timetabled times and assessed and evaluated every six weeks to evaluate where to go next – dates organised in spring term  Planning shared weekly with Head of School and Teaching Assistants. SENco and PPC can also access this.  Pre-learning opportunities planned for by Teachers.  Post-learning opportunities also planned by teachers. Used by SENco and Assistant Head to give feedback, address misconceptions quickly and to help embed new knowledge and skills. | Support given through pupil progress meetings and meeting with PPC and SENco. Children also identified through Venn diagrams for tracking purposes.  Interventions running successfully where needed and monitored more effectively.  Interventions running successfully where needed and monitored more effectively.  All planning shared with staff needing to access this. Planning shared rigorously at the beginning of the year with HoS. Then this became based on where planning was needed to be monitored and spot check on planning.  This needs to be further worked on next year.  This needs to be further worked on next year. | Continue to work with SENco, Teachers and Teaching Assistant to develop interventions and to identify barriers to learning.  SB to continue to work with SW to overview and develop knowledge of interventions including monitoring these.  Staff to continue monitoring planning.  Continue to track progress of PP children.  See below for actions in relation to pre – learning and post learning.  Need to address this and embed opportunities of pre and post learning for PP children. | Cost:  TA time: £1500  Senco: £800  Intervention time and support for SENco  Pupil Premium Champion: as above |
| **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** |
| C:  Children actively demonstrate ‘Growth Mindset’ attributes when learning and an understanding of ‘how to learn’ as independent learners. | Growth Mindset – Introduce to the whole school Spring 2 2019. Need to deliver and embed through assemblies with PPC – collective worship growth mindset started in Autumn 2  Students from university to carry out a trail in Year 4 | Growth mindset book purchased and growth mindset approached delivered in assemblies every Monday by the HoS.  School displays and surroundings also displayed around school to encourage a growth mindset.  Follow ups happening in most classrooms.  Students did a trail study which showed that Childrens mind-sets can change. | A very good approach and received well by all children.  Principles definitely need to be continued into next year. | Book: £25  Staff Meeting: £325 |
| **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** |
| D:  Provision Map shows all social and emotional interventions and show positive impact of intervention work for PP children. | TA’s to deliver specific social and emotional interventions to those children that need this. | Support staff have delivered these interventions where necessary to all children. | SENco to monitor and observe more interventions.  Continue to have meetings to discuss intervention progress.  Continue to monitor pupil progress. | Resources: £500  TA: £800 |
| **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** |
| E: Enrichment experiences raising aspirations for PP children and inspiring children to learn. | Scrutinise which PP children access PP vouchers for music lessons and extra curricula activities and how additional curricular activities and trips subsidised.  Consider how we promote voucher scheme so more parents access vouchers. | Children still receiving their extra-curricular activity support and subsidising of school trips. | Continue to subsidise trips and activities to make aspects accessible for pupils.  Gain information about vouchers so that we are able to provide a service for families to be able to access the vouchers. | Music £300  Drama £990  Breakfast Club - £975  Extra-Curricular and other –  £5049  (Trips  Visitors in  External club providers etc) |
| **Total budgeted costs:** | | | | |