

Pupil premium strategy statement (Collingwood Primary)

1. Summary information					
School	Collingwood Primary				
Academic Year	2018/19	Total PP budget	£138,600	Date of most recent PP Review	N/A
Total number of pupils	272	Number of pupils eligible for PP	105	Date for next internal review of this strategy	Feb 2019

2. Attainment (Expected +) 2017/18 Academic Year		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Achieved in reading, writing and maths	86%	70%
Attainment in reading	86%	80%
Attainment in writing	86%	83%
Attainment in maths	86%	81%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Low levels of communication and language, particularly with limited vocabulary
B.	Low levels on entering the school in reading, writing and maths that impacts on the proportions of pupils achieving ELG/GLD
C.	Low levels of self esteem and aspirations that impact on attitudes to learning.
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Lack of parental engagement.

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Pupils to quickly develop new vocabulary that will support their speaking, writing and reading skills	Proportions of PP pupils attaining at least ELG by the end of EYFS to increase Proportions of pupils attaining at least the expected standard in RWM at the end of KS1 to increase closer to non PP nationally. Proportions of pupils attaining at least the expected standard in RWM at the end of KS2 to remain above their non PP peers nationally.
B.	The proportion of pupils entering the foundation stage and the school mid year with low levels of RWM skills to make rapid progress in order to help them catch up quickly to their peers.	Proportions of PP pupils attaining at least ELG by the end of EYFS to increase Proportions of pupils attaining at least the expected standard in RWM at the end of KS1 to increase closer to non PP nationally. Proportions of pupils attaining at least the expected standard in RWM at the end of KS2 to remain above their non PP peers nationally.
C.	Pupils attendance will improve and they will be ready to learn with a reduction in low level incidents in the classroom.	Attendance of PP pupils will be at least inline with non PP nationally. Books show high levels of presentation and pride in their work. The number of incidences of low level disruption in class to be reduced.
D.	Improve the proportions of parents who engage with the school in supporting pupils with their learning.	Increase in the proportions of parents engaging in home school learning opportunities and attendance at school events.

5. Planned expenditure					
Academic year		2018/19			
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?
<i>Pupils to quickly develop new vocabulary that will support their speaking, writing and reading skills</i> Barrier A	<p><i>Coaching programme established for all staff.</i></p> <p><i>Talk of the town intervention groups EYFS</i></p> <p><i>Purchase additional texts for pupils to access in school and at home</i></p> <p><i>CPD for all staff on the development of vocabulary</i></p> <p><i>Implementation including training of Talk for Writing</i></p> <p><i>Employment of an ECAR reading specialist to support PP pupils</i></p>	<p><i>Several of the actions have been implemented in the previous year's strategy and have proven to be particularly successful for pupils at Collingwood.</i></p> <p><i>Research on the impact of Talk for Writing through the Education Endowment Fund and evidence observed in other trust schools has led to the strategy being implemented in this academic year.</i></p> <p><i>QLA of previous SAT papers and evidence from internal and external monitoring highlights vocabulary as being a main barrier to accessing the curriculum successfully.</i></p>	<p><i>The strategies are included within the whole school improvement plan and therefore are linked to appraisals and the monitoring schedule of the school</i></p> <p><i>Appropriate time has been identified and protected in the school diary to deliver training.</i></p> <p><i>External Trust MCSI/review visits will provide external quality assurance and support.</i></p>	SI BM	Termly
<i>The proportion of pupils entering the foundation stage and school mid year with low levels of RWM skills to make rapid progress in order to help them catch up quickly to their peers.</i> Barrier B	<p><i>Employment of 2 additional teachers to support upper KS2 PP pupils in catch up</i></p> <p><i>CPD on the pedagogy of reading to support targeted invention and quality first teaching.</i></p> <p><i>SLE support for KS1 teaching and Learning to support appropriate challenge and support for lower ability pupils</i></p> <p><i>Handwriting CPD and scheme to be introduced.</i></p>	<p><i>Several of the actions have been implemented in the previous year's strategy and have proven to be particularly successful for pupils at Collingwood.</i></p> <p><i>Internal monitoring and observations and external reviews from the academy trust has highlighted KS1 as a key area for PP achievement.</i></p> <p><i>Low attainment on entry to the EYFS in RWM means PP pupils are at risk of falling further behind their peers in these subjects.</i></p>	<p><i>The strategies are included within the whole school improvement plan and therefore are linked to appraisals and the monitoring schedule of the school</i></p> <p><i>External Trust MCSI/review visits will provide external quality assurance and support.</i></p>	SI RJ BM PMc CMc LR	Termly
Total budgeted cost					£98 000

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><i>Pupils attendance will improve and they will be ready to learn with a reduction in low level incidents in the classroom.</i> Barrier C</p>	<p><i>Two attendance officers contacting all absentees and making home visits</i></p> <p><i>Action plans for persistent absentees and meetings with the head of school</i></p> <p><i>Planned check ins with emotional well-being workers</i></p> <p><i>Thrive training for SENDCo and emotional well-being worker</i></p> <p><i>Star training for emotional well-being worker</i></p> <p><i>RP training for all</i></p>	<p><i>Several of the actions have been implemented in the previous year's strategy and have proven to be particularly successful for pupils at Collingwood.</i></p>	<p><i>The strategies are included within the whole school improvement plan and therefore are linked to appraisals and the monitoring schedule of the school</i></p> <p><i>Appropriate time has been identified and protected in the school diary to deliver training.</i></p> <p><i>External Trust MCSI/review visits will provide external quality assurance and support.</i></p>	<p>CMcl</p> <p>CMcl</p> <p>BM</p> <p>CMc</p> <p>BM</p> <p>PMc</p>	<p>Termly</p>
<p><i>Pupils to quickly develop new vocabulary that will support their speaking, writing and reading skills</i> Barrier A</p>	<p><i>EAL intervention group with an unqualified teacher</i></p> <p><i>Intervention groups for reading</i></p> <p><i>1:1 tuition (Year 6)</i></p>	<p><i>Several of the actions have been implemented in the previous year's strategy and have proven to be particularly successful for pupils at Collingwood.</i></p>	<p><i>The strategies are included within the whole school improvement plan and therefore are linked to appraisals and the monitoring schedule of the school</i></p> <p><i>External Trust MCSI/review visits will provide external quality assurance and support.</i></p>	<p>SI</p> <p>SI</p> <p>RJ</p>	<p>Termly</p>
Total budgeted cost					£17 000
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><i>Pupils attendance will improve and they will be ready to learn with a reduction in low level incidents in the classroom.</i></p>	<p><i>Well-being workers working lunchtime</i></p> <p><i>Development of a play zone to develop social skills</i></p>	<p><i>Several of the actions have been implemented in the previous year's strategy and have proven to be particularly successful for pupils at Collingwood.</i></p>	<p><i>External Trust MCSI/review visits will provide external quality assurance and support.</i></p>	<p>CMc</p>	

Barrier C	<i>Holiday clubs</i> <i>Extra educational visits</i> <i>Employment of additional lunchtime supervisor</i>				
Total budgeted cost					£23 600

6. Review of expenditure				
Previous Academic Year		2017/18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost
<p><i>To support the development of vocabulary through enhanced core provision (Barrier A)</i> "Maintenance and enhancement of core provision"</p>	<p><i>Retraining of staff in talk for learning</i></p> <p><i>Talk of the town intervention groups EYFS</i></p> <p><i>Coaching programme established for all staff.</i></p>	<p><i>The proportions of PP pupils attaining the ELG in reading at the end of the academic year increased from the previous year and diminished the difference to national.</i></p> <p><i>Increase in the progress made by PP pupils at the end of KS2 in reading from the previous academic year. (2018 – +3.35)</i></p> <p><i>Increase in the attainment of PP pupils at the end of KS2 in reading achieving at least the expected standard from the previous academic year. (2018 – 86%)</i></p> <p><i>Slight increase in the proportions at the end of KS1 of PP pupils attaining at least the expected standard in reading.</i></p> <p><i>Lesson observations and monitoring show that staff are now upskilled in how to develop vocabulary.</i></p>	<p>The retraining of staff is now completed and therefore whilst successful and an important part of last years development it will not need to continue at the level identified in this strategy.</p> <p>The coaching aspect of the strategy will continue in order to meet the individual needs of PP pupils, feedback and outcomes have further strengthened this decision.</p> <p>Talk of the town intervention groups will continue due to the impact that this has had on last years cohort and the current cohort of nursery pupils who accessed this provision as part of the strategy.</p>	£35,500
<p><i>To increase self worth and raise aspirations including the improvement of attitudes to learning.</i> (Barrier B) "Maintenance and enhancement of core provision"</p>	<p><i>Programmes (Rainbow program) to support pupils with separation anxiety and low self esteem.</i></p> <p><i>Develop and implement a leadership program for pupils to increase self worth.</i></p> <p><i>Restorative Practice training for all staff</i></p> <p><i>Additional staff in EYFS.</i></p> <p><i>Subsidised school visits</i></p> <p><i>1:1 emotional check in</i></p> <p><i>Holiday clubs for vulnerable pupils</i></p> <p><i>Family Group conferencing</i></p>	<p><i>Attendance information for the academic year shows that proportions of PP pupils registering as late for school decreased when compared to the previous academic year.</i></p> <p><i>Overall attendance of PP pupils for academic year was slightly higher than that of non pupil premium pupils in school.</i></p> <p><i>100% of PP pupils accessed the school visits provided by the school. This included all PP pupils attending the residential visit for Y6.</i></p> <p><i>Positive feedback from PP pupils during an external review that highlighted how well supported they feel in school due to the availability of staff to share concerns and worries.</i></p> <p><i>Proportions of pupils who started the leadership program and finished it was very high.</i></p>	<p>Due to the success of the strategy in the previous academic year all of the approaches used will be continued in to the 2018/19 academic year.</p>	£27, 800

Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost
<p><i>Increase the proportions of PP pupils attaining at least the expected standard in Literacy</i></p> <p>Barrier C</p> <p>“Core academic provision”</p>	<p><i>Employment of 2 additional teachers to support upper KS2 PP pupils in catch up</i></p> <p><i>CPD on the pedagogy of reading to support targeted invention and quality first teaching.</i></p> <p><i>Employment of an ECAR reading specialist to support PP pupils</i></p>	<p><i>Increase in the progress made by PP pupils at the end of KS2 in reading from the previous academic year. (2018 – +3.35)</i></p> <p><i>Increase in the attainment of PP pupils at the end of KS2 in reading achieving at least the expected standard from the previous academic year. (2018 – 86%)</i></p> <p><i>Attainment and progress in writing for PP pupils was above the national average for non-disadvantaged pupils (Progress 2.73) (Attainment 86% at the expected standard or higher)</i></p> <p><i>Assessment information shows that the progress of pupils in reading and writing across all academic years is beginning to diminish the difference between PP and non PP pupils.</i></p>	<p>Due to the success of the strategy in the previous academic year all of the approaches used will be continued in to the 2018/19 academic year.</p>	<p>£75,000</p>