Pupil Premium Strategy 2019/2020 – Coton Green Primary School

At Coton Green Primary School Leadership and Management have reviewed our strategy for tackling underperformance of Pupil Premium children. We aim to for our pupils to maximise their academic and social, emotional and behavioural potential in order for them to have high aspirations and a love of lifelong learning. We have a duty to ensure best value for money and our strategy is reflective of this.

Impact Statement: 2018/2019

Academic Year	2018/2019	2019/20
Total Number of Pupils	311	314
Total Number of Pupils Eligible for Pupil Premium	51 (16%)	49 (15.7%)
Total Pupil Premium Budget £	£69960	C£66,000
Date of Pupil Premium Strategy	September 2018	September 2019
Date of next Pupil Premium Strategy Review	September 2019	September 2020

How we spent the Pupil Premium Funding 2018/2019:

	Total Cost £	Examples of spend (see plan above)
Quality Teaching for All	£30,000	Provision of Teaching Staff (QTS and TA); TA support; CPD; Resources
Targeted Support	£45,000	Provision of PP Teaching Time – Teaching Tuition (in school); Teaching tuition (out of hours); TA extra hours for specific interventions; Pastoral support from agencies; SEN support including Ed Psychologist and SEN consultant; Speech and Language intervention EYFS; TA hours for Nurture and Family support provision; CPD for nurture provision; Mental Health.
Other Approaches	£30,000	Consultant support; educational visits; Music tuition.

IMPACT

- Disadvantaged children out-performed 'other' children at the end of EYFS in reading and maths.
- **In KS1 disadvantaged pupils out-performed 'other' by +24% in writing.**

- **The gap is closing in Reading at the end of KS1**
- The gap between disadvantaged and other in KS2 has narrowed in writing with only a 5% difference. 85% PP 90% other.
- Support for children in need of health and well-being provision has seen a positive impact.
- 69% of PP children in KS2 and 29% of PP children in KS1, were provided with school's 'Well-Being' provision.
- SEN Consultant support and advice led to PP children receiving a better offer educationally.
- The gap has now closed on attendance.
- An increase in the number of PP children attending off site educational trips due to the assistance of finance.

Total Income for Pupil Premium £	£70,560	Indicative Pupil Premium funding for 2019-20 Projections made from census data.
Total Planned Expenditure for Pupil Premium £	£105,000	Planned school Provision for Pupil Premium from whole school budget plan 20219-20 including maintaining and improving staffing levels for targeted support for pupil premium strategies as outlined above.

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Attainment 2018/2019:

EYFS: 5 Pupils

	School	National
% All Pupils Achieving GLD	31/70.5%	71.8% NCER
% Pupil Premium Pupils Achieving GLD	2/40%	56.3% NCER Data

Year 1: 4Pupils

	School	National
% All Pupils Achieving Phonics Pass	33/75%	82%

% Pupil Premium Pupils Achieving Phonics Pass	2/50%	71%

End KS1: 3 Pupils

	Pupils Eligible for Pupil Premium - School	Pupils not eligible for Pupil Premium National
% achieving in Reading, Writing and Maths	]2/66%	***
% achieving in Reading	2/66%	78%
% achieving in Writing	2/66%	73%
% achieving in Maths	2/66%	79%

End KS2: 13 Pupils

	Pupils Eligible for Pupil Premium - School		Pupils not eligible for Pupil Premium – School/National %	
	Achieving Expected	Achieving High Standard	Achieving Expected	Achieving High Standard
% achieving in Reading, Writing and Maths	4/31% 2	1/8%	****%	****%
% achieving in Reading	4/31%	1/8%	23/79% *	8/28%
% achieving in Writing	11/85%	1/8%	26/90% *	12/41%
% achieving in SPAG	10/77%	1/8%	28/97% *	19/66 %
% achieving in Maths	9/69%	1/8%	24/83% *	14/48%
% Making Progress in Reading	***		***	
% Making Progress in Writing	**		**	
% Making Progress in Maths	**		***	

2. Attendance and Punctuality rates of Pupil Premium children compared to Non Pupil Premium children.

Year 2018/2019	Attendance % PP	Attendance % Non PP	Late % PP	Late % Non PP
EYFS	(5) 95.52%	(41) 96.06%	1.33%	0.27%
1/2	(8) 95.37%	(82) 95.95%	0.07%	0.18%
3/4	(19) 94.56%	(74) 96.53%	2.49%	0.97%
5/6	(26) 93.8%	(64) 97%	1.48%	0.48%
Whole School	**(58) 94.48%**	**(261) 96.4%**	**(58) 0.535%**	**(261) 0.14%**

Strategy 2019/2020

We have identified our Pupil Premium children as having the following barriers to future attainment:

- Additional SEND needs such as moderate or specific learning needs;
- Complex family circumstances having an impact on pupil welfare – E.g. LAC, Early Action, Family Support, Child Protection;
- Punctuality issues for specific year groups;
- Pupil Premium children who join Coton Green historically have not achieved as well as those who have been at the school since the start of Early Years;
- Behaviour – pupils with specific social and emotional needs which affect their learning;
- Self- esteem and independent learning.
- Lack of pupils' metacognitive knowledge of how they learn—their knowledge of themselves as a learner, of strategies, and of tasks.
- Lack of parental involvement.
- Children who have joined CG later than EYFS have not achieved as well as those who started at the beginning of EYFS.

These are the most common but should any other barriers be present then individual needs will be catered for.

Desired outcomes (for pupils eligible for PP):

A. The progress of most-able Pupil Premium children is high compared to national outcomes, and compares favourably to their peers;

B. To develop the knowledge of pupils' individual social and emotional needs which affect their learning, and improve their readiness to learn;

C. Increased Progress and Attainment for Pupil Premium children across the school – the focus is on the most-able Pupil Premium children and the Middle Prior Attainment pupils in Reading.

D. To improve the punctuality rates of Pupil Premium children compared to Non Pupil Premium children by targeting specific cohorts and families.

E. Develop the working memory of disadvantaged children by introducing information gradually.

Our strategy is based on providing support via quality teaching for all, targeted support and using other approaches for pupils with specific needs. We have used the DfE recommended Education Endowment Federation (EEF) Toolkit to inform us of strategies of support that will have the maximum amount of impact on the learning outcomes for our Pupil Premium children. As part of this process we are now aware of best value for money in relation to cost and the suggestion of impact from research. As part of the review process we will assess impact on the pupils in our unique school setting to check whether this is different to the Toolkit analysis. Ongoing Review of impact takes place termly using a variety of monitoring activities such as: Pupil Progress Meetings, Book Scrutiny, Data Analysis, Learning Walks, SEND Assessment, Provision Mapping, Lesson Observations and Pupil Voice. This data is used to inform our future Pupil Premium Strategy.

Quality Teaching for All:

Desired Outcomes	Chosen Action/Approach	Rationale for Choice	Staff Lead
Increased Progress and Attainment for Pupil Premium children across the school, including most-able and middle ability readers. The progress of Pupil Premium children is high compared to national outcomes, and compares favourably to their peers	**Reading Comprehension Strategies -** improving learners' understanding of text. They teach a range of techniques that enable pupils to remember, understand, apply, analyse, evaluate and create when reading. KS2 Guided Reading scheme so all	Raised attainment and progress in Reading which will prepare pupils to achieve across the whole curriculum. The school is committed to closing any gaps in underachievement between Pupil Premium and Non Pupil Premium children Phonics emphasises the skills of	Deputy Headteacher Headteacher Classteachers

| | learners are actively taking part in a daily 30 minute guided reading session in their year group. Bug Club. Pupils receiving focussed teaching 2x week.

Access to on-line e-books through the purchase of the Bug Club in KS2. Pupils who are unable to access online reading at home will have opportunities at school via teacher led activities/extra curricular services.

The purchase of Reading Plus which focusses the development of reading skills for children Y 4-6. This intervention programme is aimed to accelerate children's progress in reading.

Collaborative Learning - learning activities where students work together in a group small enough for everyone to participate. This can be where group members do different aspects of the task but contribute to a common overall outcome, or a shared task where group members work together throughout the activity.

Feedback – information is given to | decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns. Children will improve attainment in Reading, Spelling and Writing.

Pupils learn together recognising one another's skills and providing role models. The ability to work together, recognise points of view, empathise and discuss tasks to deepen learning are important lifelong skills.

It will produce improvement in students' learning. Feedback leads to pupils achieving the next steps in their learning.

The intention is to give pupils a repertoire of strategies to choose from during learning activities. These 'learning to learn' approaches help learners think about their own learning more explicitly. There is a | |

the learner about their performance relative to learning goals. It can be verbal or written. The school uses teacher assessment, self and peer assessment strategies.

Meta-cognition and self-regulation - This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means managing one's own motivation towards learning.

Mastery Learning – Learning content is split into units with clearly specified objectives which are pursued until they are achieved over time. Pupils must demonstrate a high level of success before progressing to new content. Those who do not reach the required level are provided with additional targeted support.

Peer Tutoring - Learners work in pairs or small groups to provide each other with explicit teaching support. The common characteristic is that learners take on responsibility for aspects of teaching and for

clear system for pupils to enable them to become 'unstuck.' They will be ready for High School challenges.

Learners work through each block of content in a series of sequential steps, thus clarifying learning. Teachers will avoid unnecessary repetition by regularly assessing knowledge and skills, ensuring accelerated progress.

Feedback is provided to children relating to their performance and can have different forms such as reinforcing or correcting aspects of learning. This enables all pupils to recognise the next steps in their learning.

	evaluating their success. **Phonics -** an approach to teaching reading, and some aspects of writing, by developing learners' phonemic awareness. This involves the skills of hearing, identifying and using sound patterns.		

Targeted Support:

Desired Outcomes	Chosen Action/Approach	Rationale for Choice	Staff Lead
To develop the knowledge of pupils' individual social and emotional needs which affect their learning, and improve their readiness to learn. Increased Progress and Attainment for Pupil Premium children across the school, with a focus on the most-able and Middle prior attainment from KS1. The progress of Pupil Premium children is high compared to national outcomes, and compares favourably to their peers	**Behaviour Intervention -** This covers interventions aimed at reducing a variety of behaviours, from low-level disruption to general anti-social activities, aggression and bullying. The interventions themselves can be split into three broad categories: 1. Approaches to developing a positive ethos across the whole school which also aim to support greater engagement in learning. 2. Universal programmes which seek to improve behaviour and generally take place in the classroom.	Improved student engagement and promoting positive aspirations for all pupils, to enable them to overcome any social, emotional or behavioural barriers to learning. This will give them a greater access to the curriculum and raise attainment and self-esteem.	Deputy Headteacher Headteacher SENDCO

	3. More specialised programmes which are targeted at students with specific behavioural issues. 4. Targeted support for children with specific behaviour needs through delivery of interventions by the school's nurture support. A Pastoral lead has been employed for every afternoon.	
	Digital Technology - The use of digital technologies to support learning. Approaches in this area are very varied, but a simple split can be made between: • Programmes for students, where learners use technology in problem solving or more open-ended learning.. • Technology for teachers such as interactive whiteboards	The school ethos is one of developing independent learners who have the skills required for the next stage in their learning at High School. We aim to use the most relevant resources available to promote active learning and research in order to broaden and deepen the curriculum. This approach will be especially relevant for the Most-Able Pupil Premium children.
	Small Group or 1:1 Tuition – Tuition is where a teacher, teaching assistant, specialist teacher, student teachers and members of the local community (Reading) gives a pupil or group intensive individual support. It is as a replacement for other lessons by withdrawing the pupil(s) for extra teaching. Early Morning groups Y6.	We aim to invest in personalising the learning for our pupils. Any gaps in learning will be targeted on an individual/group basis in order to bridge attainment differences.

To increase children's attainment in Maths Y1-6	Purchase of a new maths scheme for Y1-5. Maths-No Problem. Children to be taught in year groups due to the organisation of the curriculum. Additional support for children through high quality teaching assistants which will enable quality first teaching.	Pupils to develop a depth of learning in maths. The children are fluent with number in comparison to their peers nationally but the school is seeking to accelerate progress within reasoning and problem solving.	
To increase children's attainment in Reading Y1-6	All children to receive daily reading sessions and apply these skills across the curriculum. Create a positive reading culture. Reading intervention programmes for children who are not making expected progress. Y4-Y6 PP to have access to Reading Plus. Daily phonic sessions EYFS +KS1 and opportunity to apply these. **Specialist Learning Support.** **Speech and Language Intervention –** Oral language approaches include: Use of a Speech Therapist for targeting pupils with SEND and establishing provision	Oral language interventions emphasise the importance of spoken language and verbal interaction in	

	led by trained Teaching Assistants. • Targeted reading aloud and discussing books with young children. • Explicitly extending pupils' spoken vocabulary. • The use of structured questioning to develop reading comprehension. **SEN Consultant (6 visits per term)** • 13 children SEN/SS and PP • Assessments • Monitor provision • Design of programme and intervention • Parent support • Staff CPD. Every teacher a teacher of SEN. **Education Psychologist** • Identify underlying learning difficulties and provide professional advice.	the classroom. It is a starting point to improving overall Literacy skills and attainment. There is a high incidence of Speech and Language SEND upon entry to the school. Coton Green place great value and emphasis on children becoming confident and assured speakers and listeners. Providing support for teachers and leaders in order for quality monitoring and provision for pupils across the whole school. Teachers will become more skilled in meeting the needs of SEN PP pupils and all staff will have high quality professional development opportunities.	

Other Approaches:

Desired Outcome	Chosen Action/Approach	Rationale for Choice	Staff Lead
To improve the punctuality of Pupil Premium children compared to Non Pupil Premium children.	**Parental Involvement -** Parental Involvement covers the active engagement of parents in supporting their children's learning at school. The school monitors all groups attendance/punctuality and follows up any persistent absenteeism (and late registration) by working with parents on the importance of attendance. This is in the form of face to face meetings, letters and home visits from the Education Welfare Officer. Getting to know the families, developing positive working relationships, will enable teachers to recognise individual needs. Children are rewarded for attendance and punctuality in whole school celebration assemblies.	There is a strong link between attendance/punctuality and attainment of pupils. Historically, vulnerable groups of pupils have lower attendance and punctuality than their peers and the school is committed to bridging that gap. The school has identified that for 2019-20 punctuality will be a focus.	Deputy Headteacher Headteacher Attendance Officer
To develop the knowledge of pupils' individual social and emotional needs which affect their learning, and improve their readiness to learn.			
To develop the knowledge of pupils' individual social and emotional needs which affect their learning, and improve their readiness to learn. To ensure equality of opportunity for PP children.	The school contributes to the funding of educational visits.	The school places great emphasis on pastoral support and effective partnership and sharing of information with parents will enable staff to personalise children's learning and offer support with social and emotional needs. Pupils have full access to the wider	

To develop the knowledge of pupils' individual social and emotional needs which affect their learning, and improve their readiness to learn;	To support the teaching of music and the arts to enrich the curriculum including subsidising of music tuition. In specific cases of hardship, resources for lunchtime or after school clubs for children who may not be able to purchase equipment/kit, etc.	curriculum and are not disadvantaged in gaining life experiences. Using the Arts and Sports to motivate the children, raise self-esteem and confidence and nurture talent.	

2019-2020:

	Total Cost £	Examples of spend (see plan above)
Quality Teaching for All	£20,000	Provision of Teaching Staff (QTS and TA); Class TA support; CPD; Resources – Maths and Reading Schemes
Targeted Support	£42,000	Provision of PP Teaching Time – Teaching Tuition (in school); Teaching tuition (out of hours); TA extra hours for specific interventions; Pastoral support from agencies; Lunchtime Pastoral Support; Speech and Language intervention EYFS; TA hours for Nurture and Family support provision; CPD for nurture provision.
Other Approaches	£30,000	SEN support including Ed Psychologist, PP and SEN consultant; educational visits; Music tuition.

Total Income for Pupil Premium £	**£69,960**	**Indicative Pupil Premium funding for 2019-20 Projections made from census data.**
Total Planned Expenditure for Pupil Premium £	**£92,000**	**Planned school Provision for Pupil Premium from whole school budget plan 2019-20 including maintaining and improving staffing levels for targeted support for pupil premium strategies as outlined above.**

Signed: Pupil Premium Champion Mrs Pursehouse, Deputy Head Teacher)

Head Teacher (Mr R Osborne)