



# Pupil Premium Strategy Statement (ADMAT)

1. Summary information					
<b>School</b>	Coads Green Primary School				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£3960	<b>Date of most recent PP Review</b>	Oct 2019 July 2020
<b>Total number of pupils</b>	52	<b>Number of pupils eligible for PP</b>	3 (6%)	<b>Date for next internal review of this strategy</b>	Jan 20 July 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	KS2 66%	67%
<b>% making progress in reading</b>	KS2 66%	72%
<b>% making progress in writing</b>	KS2 66%	81%
<b>% making progress in maths</b>	KS2 100%	72%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	% of pp pupils attaining ARE is lower in year group 3
<b>B.</b>	Delayed speech and language for 1 x pupils
<b>C.</b>	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance of PP pupils: 1 x low attender is being monitored (attendance for 2018-19 was 80.4%)

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Raise attainment of PP pupils in reading, writing and maths	% of pupils attaining ARE is in line with non PP pupils
<b>B.</b>	Accelerate progress in reading, writing and maths	% of pupils attaining ARE is in line with non PP pupils
<b>C.</b>	Improve learning behaviours for PP pupils in Year 6, to include attendance	PP pupil in year 6 is making better than expected progress in english and maths

<b>D.</b>	Increase attendance rates for PP pupils so that they are in line with national expectations	PP pupils % attendance is in line with national expectations
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5. Planned expenditure					
Academic year	2019- 2020				
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.					
<b>i. Quality of teaching for all</b>					
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, B Improved progress and attainment for PP pupils	Precision teaching for PP pupils with the focus on targeted questioning and feedback	In order for the PP pupils to make at least expected attainment, progress will need to be accelerated. High quality teaching within the classroom will ensure this is sustainable.	Effective CPD and support for class teachers and TA's Key leads to model high quality teaching and support with planning	Maths and English key leads	January 2020
<b>Total budgeted cost</b>					£500
<b>ii. Targeted support</b>					
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, B Improved progress and attainment for PP pupils	Weekly small group and individual sessions with either TA or class teacher in writing and maths	Some pupils need regular pre-teach or precision teaching sessions to ensure skills are practiced and consolidated.	Preparation and teaching time is allocated through the PP funding. Impact will be monitored through the class teacher in the first instance. Outcomes will be monitored through formative and summative assessments	Maths and english key leads	3 x weekly reviews will take place through the Achievement Team staff meetings.
C Improved learning behaviours for Y6 PP pupil	Expected learning behaviours will be modelled by the adults.	Additional support will ensure expected learning behaviours will be demonstrated, impacting on attainment and progress through sustained focus and concentration.	Observation by TA and class teacher. Ensure a consistent approach across the school with regard to positive learning behaviours. Regular and clear communication with parents	Class teacher	Reviews through pupil progress meetings £3460 (approx 3 x pms of targeted TA support)
<b>Total budgeted cost</b>					£3460
<b>iii. Other approaches</b>					

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 Increased attendance rates for PP pupils	Follow up swiftly on absences Regular meetings with outside agencies e.g. CAMHs and ASD team to ensure expectations are clearly communicated. Letters sent if absence drops below 95% Liaison with EWO	Pupils need to attend school to maximise opportunities for learning.	Monitoring of weekly attendance. Effective liaison of key outside agencies. Minutes of meetings to produce actions which are monitored.	Headteacher	Half termly
<b>Total budgeted cost</b>					£0

6. Review of expenditure				
Previous Academic Year				
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
A, B Improved progress and attainment for PP pupils	Precision teaching for PP pupils with the focus on targeted questioning and feedback	The following data is an estimated guide due to the closure of the school for these pupils following the Covid 19 pandemic. 1 x ARE for Reading, writing and maths 1 x below ARE in reading, writing and maths 1 x at ARE for maths, below for writing and reading	Precision teaching impacted positively on progress. Trust and school vision have clear focus on raising attainment and accelerated progress for all pupils including those who access PP funding. Precision teaching opportunities will continue and opportunities through the Recovery curriculum will be explored to address gaps in learning.	£500
ii. Targeted support				
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, B Improved progress and attainment for PP pupils	Weekly small group and individual sessions with either TA or class teacher in writing and maths	The following data is an estimated guide due to the closure of the school for these pupils following the Covid 19 pandemic. 1 x ARE for Reading, writing and maths 1 x below ARE in reading, writing and maths 1 x at ARE for maths, below for writing and reading Particular progress has been achieved in reading as there has been a whole school focus and in particular promoting parental engagement.	Precision teaching opportunities will continue and opportunities through the Recovery curriculum will be explored to address gaps in learning. Reading opportunities will continue to be promoted in line with the AIP.	£3460
C Improved learning behaviours for Y6 PP pupil	Expected learning behaviours will be modelled by the adults.	There has been a marked improvement in learning behaviours. An emotionally available adult has been key in forming attachments. Relationships with the parents have been positive and communication has been key to increase attendance and enjoyment of all aspects of school life.	A TIS trained member of staff has been available for the pupil and TIS strategies used to improve learning behaviour and attitudes. TIS training will continue to be used as appropriate for other pupils across the school.	
iii. Other approaches				
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

<p>D Increased attendance rates for PP pupils</p>	<p>Follow up swiftly on absences Regular meetings with outside agencies e.g. CAMHs and ASD team to ensure expectations are clearly communicated. Letters sent if absence drops below 95% Liaison with EWO</p>	<p>Daily contact with parents and meeting pupil at the beginning of the school day impacted positively on pupil engagement. Attendance has improved – 81.5% (previous year 80.4%). NB this attendance figure was up to and including 20<sup>th</sup> March when the school closed. The pupil did not return to school for the remainder of the school year.</p>	<p>The approaches used worked and the outcomes were positive.</p>	
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## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.