

Pupil Premium Strategy Statement (ADMAT)



1. Summary information					
School	Coads Green Primary School				
Academic Year	2018-19	Total PP budget	£5280	Date of most recent PP Review	July 2018
Total number of pupils	52	Number of pupils eligible for PP	4	Date for next internal review of this strategy	Oct 2018

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

3. 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.	% of pp pupils attaining ARE is lower in year groups 4 and 5 than others
B.	Learning behaviours for the pupils in Year 4 are impacting on progress and attainment in english and maths
C.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance of PP pupils (1 x pupil currently attending on a part time basis)

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Raise attainment of PP pupils in reading, writing and maths	% of pupils attaining ARE is in line with non PP pupils
B.	Accelerate progress in reading, writing and maths	% of pupils attaining ARE is in line with non PP pupils
C.	Improve learning behaviours for PP pupils in Year 3	PP pupils in year 4 are making better than expected progress in english and maths
D.	Increase attendance rates for PP pupils so that they are in line with national expectations	PP pupils % attendance is in line with national expectations All pupils attending full time

5. 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.					
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, 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 2019
Total budgeted cost					£500
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?
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 Y3 PP pupils	Expected learning behaviours will be modelled by the adults. Specific pupils will have individual behaviour plans	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 teachers	3 x weekly reviews will take place through the Achievement Team staff meetings. £4,780 (4 x pms of targeted TA support)
Total budgeted cost					£4,780
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?
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. NfER briefing for school leaders identifies addressing attendance as a key step	Monitoring of weekly attendance. Effective liaison of key outside agencies. Minutes of meetings to produce actions which are monitored.	Headteacher	Half termly
Total budgeted cost					£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	KS1: 50%(1) pupil achieved ARE in English and maths. The other pupil didn't access KS1SATs KS2: 40% (2) pupils accessed ARE. Of those that didn't achieve ARE, 1 x EHCP, 1 x non attending school due to medical issues.	The approaches used showed some impact, where it did not it was due to specific reasons which applied to that particular pupil (NB case studies are in place with more detailed narrative). Marking and feedback policy review took place and is now impacting positively on pupil progress. MAT and school vision has clear focus on raising attainment and accelerating progress for all pupils including those who access PP funding.	£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	There have been good examples of improved progress across both key stages, particularly at KS2. With particular good progress in writing (+5.1)	Marking and feedback policy review took place and is now impacting positively on pupil progress. Live marking will continue to support pupils in line with the development of a capabilities curriculum.	£4780
C Improved learning behaviours for Y3 PP pupils	Expected learning behaviours will be modelled by the adults. Specific pupils will have individual behaviour plans	Learning behaviours have been consistently modelled which has had a positive impact on the attitude and behaviours of the targeted pupils A behaviour plan was implemented for a short duration but was withdrawn due to positive impact. (pupil has subsequently left school).	Two members of staff are TIS trained and these strategies are being used as targeted support. this will continue. TA support is useful to enable teacher to target specific pupils in small precision teaching groups.	
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 £0

<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>Attendance continues to be a whole school issue, with the HT and administrator constantly monitoring. 1 x PP pupil has subsequently left CG to attend a different specialist setting. EWO visits are taking place and no major concerns have been identified. PP pupils are attending residentials and trips which is impacting positively on pupil and parental engagement .</p>	<p>Monitoring arrangements will continue in order that attendance is improved. Continued liaison with EWO will continue.</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.