



# Pupil Premium Strategy Statement (ADMAT)

1. Summary information					
<b>School</b>	Coads Green Primary School				
<b>Academic Year</b>	2020/21 Reviewed June 21	<b>Total PP budget</b>	£6725	<b>Date of most recent PP Review</b>	June 2021
<b>Total number of pupils</b>	58+3 58 + 4	<b>Number of pupils eligible for PP</b>	5 7	<b>Date for next internal review of this strategy</b>	Jan 21 June 21 September 2021

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 60%	
<b>% making progress in reading</b>	KS2 60%	71%
<b>% making progress in writing</b>	KS2 60%	71%
<b>% making progress in maths</b>	KS2 60%	71%

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 4
<b>B.</b>	Delayed speech and language for 1 x pupil
<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 pupil has not been in school due to serious illness

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>	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	2020-21				
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 2021
AB Improved progress and attainment for PP pupils in reading.	Introduction of Accelerated Reader (March 2021)  Weekly access to library sessions within school.	To increase motivation for reading and improve rates of progress.  Access to high quality library reading material through Gold service from Cornwall. Library exchange to be used to update reading material.	Remote CPD for staff regarding training for AR Staff meetings to be identified to monitor pupil progress and attainment. Key lead to use management time to monitor the impact of AR.  Librarian to target PP pupils to ensure access to books.	English key lead, librarian	Half termly monitoring using generated reports from Micro Librarian and AR.
<b>Total budgeted cost</b>					£3,354.85
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	Regular reviews will take place through staff meetings.
<b>Total budgeted cost</b>					£5321.25
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 parent and medical teams	Pupils need to attend school to maximise opportunities for learning, this may include remote learning or hospital school.	Monitoring of weekly attendance. Effective liaison of key outside agencies.	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. (There has been some delay in implementing Visible Learning Action Plan due to National Lockdowns.) Remote learning and paper packs provided personalised learning for the PP pupils. There was good engagement throughout from 5/7 pupils.	The following data has been collated using gaps analysis and internal assessments. Trust writing moderation has also contributed to judgements. 5 x ARE for maths, writing and reading 2 x below ARE for maths, writing and reading.	On return from National Lockdown and in line with the recovery schedule, precision teaching has allowed pupil progress to maintained in line with expected progress for the majority of pupils. Trust and school visions have a clear focus on raising attainment and accelerated progress for all pupils including those who access PP funding.	£3,354.85 PPG funding  Additional funding through Covid-19 Government Grant
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 class teacher and/or TA in phonics, writing and maths.	The following data has been collated using gaps analysis and internal assessments. Trust writing moderation has also contributed to judgements. 5 x ARE for maths, writing and reading 2 x below ARE for maths, writing and reading.  Particular progress has been noted for the 2 x pupils accessing RWI:	Precision teaching opportunities will continue in line with the recovery curriculum, with a determined focus on phonics, reading and writing. (2 x pupils continue to access daily RWI).	£5321.25 PPG funding  Additional funding accessed through Covid-19 Government Grant.

### 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
D Increased attendance rates for PP pupils	Follow up swiftly on absences Regular meetings with parent and medical teams as required. EWO visit carried out school audit in June 21.	Pupils need to attend school to maximise opportunities for learning. This year this has included remote learning and hospital school, with clear lines of communication between pupils, parents and specialist staff as required. This has maximised expectation.  The current whole school attendance figure is 96% Average attendance for PP pupils (excluding 1) is 95.5%	Pupil attendance has impacted positively on pupil attainment and progress. Trust and school approaches have ensured pupil attendance has been maximised – this has included remote learning through lockdowns. Engagement during the National Lockdown beginning in January rose significantly.  On return gaps analysis and assessment has swiftly identified necessary learning for pupils.	£0

### 7. Additional detail

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