

**Colegrave Primary School**  
**Pupil Premium Strategy Statement 2017 - 2018**



<b>1. Summary Information</b>					
Academic Year	2017-2018	Total PP budget	£348,440	Recent PP review	January 2018
Total number of pupils	621	Number of pupils eligible for PP	268 2 Looked After Children	Future PP review	April 2018

<b>2. Current Attainment (2017 – 2018)</b>			
	Percentage of pupils eligible for PP	Percentage of Colegrave PP pupils achieving the expected standard or above	Percentage of National PP pupils achieving the expected standard or above
<b>EYFS</b>			
GLD	12%	80%	71%
<b>KS1</b>			
Reading	41%	74%	76%
Writing	41%	64%	68%
Maths	41%	69%	75%
<b>KS2</b>			
Reading	68%	72%	72%
Writing	68%	81%	76%
Maths	68%	80%	75%
SPAG	68%	82%	77%

<b>3. Barriers to future attainment for pupils eligible for PP</b>	
A.	English as an Additional Language (EAL)
B.	Speech and language, Special Educational Needs (SEND)
C.	Behaviour
D.	Parental engagement
E.	Housing and safeguarding concerns
F.	High mobility and mid phase admissions
G.	Low attendance
H.	Enter Reception below expectations

4. Desired Outcomes	
A.	Close the attainment gap between those eligible for PP and those not, particularly in Years 1, 2, 3, 4 and 6 – Measure through PPM, pupil voice, monitoring.
B.	Close the attainment gap between boys and girls – Measure through PPM, outcomes in books, behaviour logs.
C.	Raise the number of more able PP pupils.
D.	Reaching potential for SEND pupils (outcomes and attendance) – PPM, pupil voice, monitoring, tracking grids, attendance meetings.
E.	Carry out outreach work in the wider community - measure by tallying projects conducted with external parties, parent/partner voice questionnaires, feedback from and attendance of coffee mornings-information sessions -training, feedback and success of PTA, parents evening and parent workshop attendance, success of teacher training application.

5. Planned Expenditure				
Quality Teaching for all				
Desired Outcome	Approach	Rationale	Staff Lead	Review and Impact
<p>Improve attainment in reading</p> <p>Raise progress and attainment of boys</p>	<ul style="list-style-type: none"> <li>English and topic curriculum are planned around a text and clear end outcome/purpose</li> <li>Texts are selected with boys interests in mind</li> <li>Year 2 teach reading through guided reading</li> <li>RWI phonics catch up sessions</li> <li>RWI parent workshops</li> <li>Reciprocal reading</li> <li>Reading target booklets</li> <li>Staff CPD</li> <li>Parent reading afternoons</li> <li>Monitoring and PPM outcomes help identify children not making expected progress</li> </ul>	Data analysis, PPM, SDP	<p>LM</p> <p>SC</p> <p>NI</p> <p>FR</p>	<p>Termly</p> <p>The in school gender gap is diminishing in KS1 however remains in KS2.</p> <p>End of KS2 results: The average scaled score has increased by 2.9+ since last year.</p> <p>Boys progress is up by 9% on previous year.</p>
<p>Improve attainment in writing</p> <p>Raise progress and attainment of boys</p>	<ul style="list-style-type: none"> <li>RWI planned using a learning journey</li> <li>Year 2 to deliver separate writing and spelling sessions</li> <li>Ongoing staff CPD</li> <li>AHT for English to team teach and plan with all year groups</li> <li>Train staff on spelling strategies and launch these across the school</li> </ul>	Data analysis, PPM, SDP, Pie Corbett – creative writing, Dylan Williams – feedback on	<p>SC</p> <p>NI</p>	<p>Termly</p> <p>The writing gender gap has diminished for all year groups</p>

	<ul style="list-style-type: none"> <li>Handwriting to be taught within writing lessons as well as discretely</li> <li>Use outdoor learning opportunities where possible</li> <li>Planning to link with topic theme</li> </ul>	learning		
Improve outcome in topic books and continue to develop the topic curriculum	<ul style="list-style-type: none"> <li>Topic learning journeys to be modified and adapted to the new year groups needs</li> <li>Topic planning to incorporate an exit point with a clear purpose</li> <li>Subsidised enrichment and engagement activities</li> <li>Parents to be invited per topic</li> <li>Engaging resources to be utilised</li> </ul>	Monitoring, observations, OFSTED outcomes	SC	<p>Half Termly</p> <p>Monitoring outcomes indicate foundation subjects are taught to a high standard.</p> <p>All foundation subjects were reviewed at the end of the term. Children and staff were engaged in the topics particularly those that were heavily cross curricular.</p>
Improve speaking and listening skills	<ul style="list-style-type: none"> <li>S&amp;L therapist to work in reception during the autumn term to carry out early identification of S&amp;L needs</li> <li>S&amp;L interventions</li> <li>EAL interventions</li> <li>Drama studio to be incorporated into lessons</li> <li>Colourful semantic and Widgit online training</li> <li>Use of speaking frames throughout lessons</li> <li>Pupil conferences with SLT</li> <li>Performing arts teacher to support teachers in planning S&amp;L opportunities</li> <li>School council</li> </ul>	Reception on entry data, increase in number of children with S&L challenges, impact of S&L on vocabulary acquisition and in turn writing, high mobility	RS SC AS	<p>Termly</p> <p>S&amp;L interventions and strategies begun under the instruction of S&amp;L therapist. Children are able to access learning and developing their speaking skills.</p> <p>Monitoring has identified the use of Widgit and speaking frames.</p>
Total budgeted cost				<b>£74,863</b>
<b>Targeted support</b>				
Desired Outcome	Approach	Rationale	Staff	Review
Narrow the	<ul style="list-style-type: none"> <li>Target booklets to be used to identify gaps in children's learning</li> </ul>	Data analysis,	SC	Termly

achievement gap of PP pupils in reading, writing and maths in the targeted year groups.	<ul style="list-style-type: none"> <li>• Planning to incorporate key questions, focus activities and differentiation for targeted children</li> <li>• PPM analysis to be used to target teaching and interventions</li> <li>• 1:1 booster sessions</li> <li>• Small group booster sessions</li> <li>• Additional sets run by AHT's</li> </ul>	PPM, SDP, Gary Wilson – Boys' attainment tips, Dylan Williams – feedback on learning	MR ND LM	End of KS2 results indicate that PP children have achieved a scaled score of 1.9+ points over last year. 11% more pupils have attained the end of year expectation.
Increase the number of PP children attaining exceeding	<ul style="list-style-type: none"> <li>• Data analysis identifies PP children in each year group.</li> <li>• Data analysis tracks children's attainment in comparison to reception or KS1 data.</li> <li>• Targeted support is planned in classes and as part of intervention groups.</li> <li>• Able PP children identified and specific reading interventions carried out daily.</li> <li>• Staff training on mastery curriculum</li> </ul>	Data analysis, PPM, OFSTED outcomes	ND NI	Termly  PP children are tracked and all teachers are aware of PP children and their attainment. This data is being used when planning.
Improve progress made by SEND pupils eligible for PP in the resource provision and classroom	<ul style="list-style-type: none"> <li>• SEN PPM – identify underachieving pupils in resource bases</li> <li>• SEN whole school data analysis</li> <li>• Deputy SENCO to assess and implement strategies for mainstream ASD pupils</li> <li>• Staff CPD – assessment, teaching and learning, differentiation, need specific training</li> <li>• Modify SEND tracking system</li> <li>• Set clear targets for SEND pupils</li> <li>• Trail MAPP in PMLD base</li> <li>• Thrive assessment and sessions</li> <li>• Tailored 1:1 interventions</li> <li>• Small group interventions</li> <li>• External agency interventions</li> </ul>	Data analysis, SDP, Newham SEN audit, increased number of children being diagnosed with needs – ASD and S&L	ND RLK LUM KP DS	Termly All ASD pupils have made expected progress.  Most PMLD pupils have made progress within a P scale.  MAPP has been very successful and Colegrave are experts in the borough.
<b>Total budgeted cost</b>				<b>£236,369</b>
<b>Pastoral support</b>				
<b>Desired Outcome</b>	<b>Approach</b>	<b>Rationale</b>	<b>Staff</b>	<b>Review</b>
Improve behaviour for learning  Pupils are better	<ul style="list-style-type: none"> <li>• Launch on-line behaviour tracking through SIMs</li> <li>• Re-launch the behaviour policy and monitor behaviour logs</li> <li>• Carry out regular learning walks and phase meetings to identify and address any issues – train staff on improving learning</li> </ul>	Behaviour log analysis, low thrive scores, learning walks	EOR RLK LUM NI	Termly Behaviour analysis indicates a handful of

engaged and equipped for school/home life	behaviours <ul style="list-style-type: none"> <li>• Fortnightly behaviour and safeguarding meeting</li> <li>• Restorative approach led by pupils as well as key staff members</li> <li>• Re-launch playground friends</li> <li>• Flexible timetable for learning mentors – support where the need arises</li> <li>• Targeted social interaction and thrive sessions</li> <li>• Lunch club</li> <li>• Counselling and external agency support</li> </ul>		BG	children reoffend and have regular behaviour concerns. The majority of pupils have good behaviour for learning.
Develop children's resilience and confidence skills	<ul style="list-style-type: none"> <li>• PSHE schemes of work launched with RRS strands linked</li> <li>• EPIC sessions</li> <li>• 1:1 thrive sessions</li> <li>• Staff CPD on thrive and other related initiatives</li> <li>• Sports coaching</li> <li>• West Ham TA to support underachieving Black African boys</li> <li>• Drama studio</li> <li>• Debating</li> <li>• Shakespeare week</li> <li>• Restorative approach</li> <li>• Problem solving and reasoning skills promoted through maths</li> </ul>	Low thrive scores, increased number of S&L issues, behaviour log analysis	RLK LM EOR	Weekly Termly
Improve attendance  Parents are engaged in their child's learning and support them	<ul style="list-style-type: none"> <li>• Phase assemblies with weekly rewards</li> <li>• Termly attendance rewards</li> <li>• Yearly attendance treat</li> <li>• Family support worker – working with vulnerable families</li> <li>• Attendance officer – monitor attendance and put interventions and supports in place where necessary</li> <li>• Parent coffee mornings and afterschool workshops</li> <li>• PTA</li> <li>• Subsidised enrichment and engagement activities</li> </ul>	Attendance monitoring and reviews	NI MA BG	Weekly Termly  Attendance was 96.3% for the year therefore above expectations.
Form relationships with nurseries and secondary schools	<ul style="list-style-type: none"> <li>• Hold information sessions at nurseries informing parents about Colegrave</li> <li>• Transition sessions organised between nurseries and schools</li> <li>• Organise secondary fair at Colegrave, giving parents vital information about local schools</li> </ul>	Smooth transitions, stronger links with the community, supporting parental engagement	MB BG NOB FR	Transition was successful from feeder nursery.  Links with secondary schools are developing and resources are being shared.

Share good practice with other schools/agencies	<ul style="list-style-type: none"> <li>• Share curriculum, strategies and systems with 'good' schools requiring support – Maryland, Windsor, St John</li> <li>• Moderate with local schools</li> <li>• Secondary schools to observe Year 6 teaching</li> <li>• Secondary schools run booster clubs for Year 6 pupils</li> <li>• Meet with nursery schools and share end of reception expectations</li> <li>• Attend safeguarding conference and share PREVENT curriculum</li> </ul>	Developing skills of others, smooth transition, developing practice	SC NI TH LM FR	<p>Links with outside schools/agencies have been positive and good practice and resources have been shared.</p> <p>Colegrave has become a beacon of excellence in PREVENT, EYFS and moderation.</p>
Total budgeted cost				<b>£37,208</b>