

Colegrave Primary School
Pupil Premium Strategy Statement 2016 - 2017



1. Summary Information					
Academic Year	2016-2017	Total PP budget	£462,420	Recent PP review	January 2017
Total number of pupils	627	Number of pupils eligible for PP	346 6 Looked After Children	Future PP review	April 2017

2. Current Attainment (2015 – 2016)			
	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
EYFS			
GLD	15%	53%	%
KS1			
Reading	50%	82%	62%
Writing	50%	71%	53%
Maths	50%	82%	61%
KS2			
Reading	63%	67%	53%
Writing	50%	79%	63%
Maths	50%	72%	58%
SPAG	50%	81%	61%
Average scaled score	-	102.9	102.7

3. Barriers to future attainment for pupils eligible for PP	
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 and 5 – Measure through PPM, pupil voice, monitoring.
B.	Raise the number of more able pupils from the PP group – Measure through PPM, intervention impact report, more able subject leader analysis, pupil voice, monitoring.
C.	Reaching potential for SEND pupils (outcomes and attendance) – PPM, pupil voice, monitoring, tracking grids, attendance meetings.
D.	Engage families and provide extended provision – measure through parent voice questionnaires, attendance of extended school provision, pupil attendance and punctuality data, feedback from and attendance of coffee mornings, parents evening and parent workshop attendance, end of year outcomes, PPM, monitoring.

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"> English and topic curriculum are planned around a text and clear end outcome/purpose Texts are selected with boys interests in mind RWI phonics catch up sessions RWI parent workshops Staff CPD Implement reciprocal reading across KS2 ERIC sessions Parent reading afternoons Monitoring and PPM outcomes help identify children not making expected progress 	Data analysis, PPM, SDP, Gary Wilson – Boys’ attainment tips, Dylan Williams – feedback on learning	<p>SC</p> <p>MR</p> <p>NI</p>	<p>Termly</p> <p>Jan 17 – See reading and PP evidence trail. Attainment is highest in reading for PP pupils except for year 5 where maths attainment is higher – continue to monitor.</p> <p>Attainment of boys is higher this year in comparison to the same time last year.</p>
<p>Improve attainment in writing</p> <p>Raise progress and attainment of boys</p>	<ul style="list-style-type: none"> English sessions delivered in KS1 as well as RWI Ongoing staff CPD AHT for English to team teach and plan with all year groups Implement a handwriting scheme Use outdoor learning opportunities where possible Planning to link with topic theme 	Data analysis, PPM, SDP, Gary Wilson – Boys’ attainment tips, Pie Corbett – creative writing, Dylan Williams – feedback on learning	<p>SC</p> <p>MR</p> <p>NI</p>	<p>Termly</p> <p>Continue to develop writing, particularly in Year 1, 2, 3 and 5.</p>

Increase engagement in topic curriculum and improve outcomes	<ul style="list-style-type: none"> • Topic learning journeys to be planned by subject leaders • Topic planning to incorporate an engaging entry and exit point with a clear purpose • Subsidised enrichment and engagement activities • Parents to be invited at some point during the topic • Engaging resources to be utilised 	Monitoring, observations, behaviour logs, Gary Wilson – Boys’ attainment tips	SC	Half Termly Jan 17 - See Mary Clarke Report – ‘Enthusiastic and inspired by the new curriculum – this came across as a real strength Staff were passionate about developing and mapping progressive skills within the new topic curriculum and having opportunities to use these in authentic contexts Evidence of enrichment activities, community celebrations and trips were valued and resourced’
Improve speaking and listening skills	<ul style="list-style-type: none"> • S&L therapist to work in reception during the autumn term to carry out early identification of S&L needs • S&L interventions • EAL interventions • Drama studio to be incorporated into lessons • Colourful semantic and Widgit online training • Use of speaking frames throughout lessons • Pupil conferences with SLT • Plan debating opportunities into lessons • School council 	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	Termly Jan '17 - 59% of reception pupils have made 3+ steps progress in speaking.
Total budgeted cost				£217,412
Targeted support				
Desired Outcome	Approach	Rationale	Staff	Review
Narrow the achievement gap of PP pupils in reading, writing and maths in	<ul style="list-style-type: none"> • Target booklets to be used to identify gaps in children’s learning • Planning to incorporate key questions, focus activities and differentiation for targeted children • 1:1 booster sessions 	Data analysis, PPM, SDP, Gary Wilson – Boys’ attainment tips,	SC MR ND LM	Termly Jan '17 – Gaps have been closed in reading except for year 5. Continue to

the targeted year groups.	<ul style="list-style-type: none"> • Small group booster sessions • Writing sessions in KS1 as well as RWI • Library visits • Maths tutor • Additional sets run by AHT's 	Dylan Williams – feedback on learning		develop writing and maths.
Raise the number of PP pupils working at greater depth	<ul style="list-style-type: none"> • PPM identify more able pupils and track their progress • More able enterprise initiative • More able after school clubs • More able extra-curricular activities • Subsidised more able activities 	Data analysis, SDP, DFE expectations	ND	Termly
Improve progress made by SEND pupils eligible for PP in the resource provision and classroom	<ul style="list-style-type: none"> • Staff CPD - B-squared, teaching and learning, differentiation, need specific training • Implementation of new tracking system • Thrive assessment and sessions • Tailored 1:1 interventions • Small group interventions • External agency interventions 	Data analysis, SDP, Newham SEN audit, increased number of children being diagnosed with needs – ASD and S&L	RLK KP	Termly
Total budgeted cost				£60,490
Pastoral support				
Desired Outcome	Approach	Rationale	Staff	Review
<p>Improve behaviour for learning</p> <p>Pupils are better engaged and equipped for school/home life</p>	<ul style="list-style-type: none"> • Re-launch the behaviour policy and monitor behaviour logs • Carry out regular learning walks and phase meetings to identify and address any issues – train staff on improving learning behaviours • Implement online safeguarding system to track behaviour as well as safeguarding concerns – all members of key staff can access and add to the information • Restorative approach led by pupils as well as key staff members • Playground friends • Flexible timetable for learning mentors – support where the need arises • Targeted social interaction and thrive sessions • Lunch club • Counselling and external agency support 	Behaviour log analysis, low thrive scores, learning walks	EOR RLK SC NI KH	<p>Termly</p> <p>Jan '17 – Golden table introduced at lunch time, this has reinvigorated the behaviour systems. See behaviour log analysis – incidents recorded are mostly from a handful of pupils. These pupils have had personalised intervention or are on a behaviour plan</p> <p>Restorative approach training was carried out and Safeguard system is being used effectively.</p>

Develop children's resilience and confidence skills	<ul style="list-style-type: none"> • 1:1 thrive sessions • Staff CPD on thrive and other related initiatives • Drama studio • Debating • Shakespeare week • Restorative approach • Problem solving and reasoning skills promoted through maths 	Low thrive scores, increased number of S&L issues	RLK EOR	Weekly Termly Jan '17 – Successful debating and Shakespeare performances. Continue to develop use of drama studio.
Improve attendance Parents are engaged in their child's learning and support them	<ul style="list-style-type: none"> • Phase assemblies with weekly rewards • Termly attendance rewards • Yearly attendance treat • Family support worker – working with vulnerable families • Attendance officer – monitor attendance and put interventions and supports in place where necessary • Parent coffee mornings and afterschool workshops • Subsidised uniform • Subsidised enrichment and engagement activities • Subsidised extended school provision 	Attendance monitoring and reviews	NI MA	Weekly Termly Attendance upwardly trend: Sep 2016- Present: 97% Sep 2015- July 2016: 96% Sep 2014- July 2015: 94.8%
Total budgeted cost				£184,518