

Pupil premium strategy statement: COATES LANE PRIMARY SCHOOL

1. Summary information					
School	COATES LANE PRIMARY SCHOOL				
Academic Year	2017/18	Total PP budget	£47,360 (was £42,00)	Date of most recent PP Review	January 2017
Total number of pupils	210	Number of pupils eligible for PP	35 (17%)	Date for next internal review of this strategy	January 2018
2. Current attainment					
KS2 SATS results Summer 2017			<i>Pupils eligible for PP (your school)</i> 9 children in this cohort	<i>Pupils not eligible for PP (national average)</i>	
% achieving expected level in reading, writing and maths 2017			Data not available	61%	
% achieving expected level in writing 2017			11% (1 child)	76%	
% achieving expected level in reading 2017			22% (2 children)	71%	
% achieving expected level in mathematics 2017			Data not available	75%	

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Literacy skills of children on entry to school are often lower for pupils eligible for PP than for other pupils. This slows reading/writing progress in subsequent years.
B.	High ability pupils in KS2 not making not making expected progress (PP and wider school), especially in reading & writing.
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
D.	Lateness and punctuality for pupils eligible for PP is higher than the other pupils. This reduces their school hours and can potentially cause them to fall behind on average.
E.	Deprivation in certain areas can cause poor attitudes towards school, little or no engagement in learning and issues with behaviour.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve Writing and Reading skills for pupils eligible for PP in Key Stage One.	Pupils eligible for PP in Key Stage One make rapid progress by the end of the Key Stage so that all pupils eligible for PP meet age related expectations.
B.	Improved attainment for all pupils, especially those eligible for PP.	Pupils eligible for PP make rapid progress to achieve in line with their peers at the end of the Key Stage Two.

C.	Increased attendance rates for pupils eligible for PP.	Reduce the percentage of absence among pupils eligible for PP. Overall PP attendance improves to be in line with 'other' pupils.
-----------	--	---

5. Planned expenditure

Academic year	2017/18
----------------------	----------------

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?
A. Improved reading and writing skills in KS1 & on into KS2 B. Improved progress for high attaining pupils	To continue the focus established last year on high quality CPD delivered in Twilight sessions for teachers and other staff.	Previous year's training was extremely well-received by staff and many ideas were put into practice in classrooms. There were significant increases in staff confidence of delivery of high quality literacy lessons (writing and guided reading).	Course selected using evidence of effectiveness. Use TWILIGHT sessions to deliver training – Delivered by LCC consultants £1100.	Deputy Head	June 2018
	To promote greater literacy skills among PP pupils and others (inc SEN) purchase 5 licenses for Clicker 7 software for PCs. £600 for licenses for 5 PCs	Clicker 7 is widely used and very well regarded software which enables chn to develop increased confidence in reading and especially writing – promotes increased skill in grammar, spelling and composition.	Monitor progress among children selected to use the software. Talk to teachers and TAs about the impact of Clicker 7.	Deputy Head	June 2018
Improved 'access to learning' for children who receive PP, especially those with social and emotional issues which can prevent or hinder learning.	Use a Learning Mentor to support and work with children across the whole school to ensure that their pastoral needs are met so that they can access the curriculum. £16,000 for Learning Mentor £500 for training	Many of our children who receive PP struggle to concentrate or engage with the curriculum due to their pastoral needs. This can be seen in a number of behaviours which are not a	A structured timetable of nurture for the new school year has been put in place. Nurture provision is monitored closely by Deputy Head to ensure quality of provision.	Deputy Head	Feb 2017
Total budgeted cost					£18,200

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?
Improved progress for all PP children.	1:1 and small group provision by use of Intervention by Teaching Assistants.	Some of the students need targeted support to catch up. A variety of intervention programmes are implemented across school to specifically target areas of need within each cohort, with a particular emphasis on PP children.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Deputy Headteacher, KS1 Leader to monitor delivery and outcomes.	Deputy Headteacher KS1 leader	Jun 2018
Total budgeted cost X12 teaching assistants 1-2hours per day of intervention					Approx. £10,000
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?
To ensure equal opportunities for all children who receive PP funding.	-Subsidising school trips -Providing Forest Schools and Tattybumpkins (yoga) -Funding more resources for a Creative Curriculum -Paying for individual items that children may need e.g. uniform, revision study books etc -Paying for children to attend Breakfast and After School Club	Many of our PP children struggle to access out of school activities due to cost. As well as this, it is historically proven that the parents of PP children don't always end up paying for school trips. By using the PP funding to pay for these things, it increases the children's confidence and sense of equality in school.	The Headteacher and bursar will monitor who needs what support in certain areas.	Headteacher	June 2018
Total budgeted cost					£5,000
1:1 support to enable child to remain in mainstream school	Provide 1:1 TA support for PP child with ASD.	To ensure child can remain within mainstream education and at same time keep the child and their classmates safe from harm.	Monitor child's progress in class, playtimes and other social periods. Assess requirement termly.	Headteacher Deputy Head	Dec 2017
Total budgeted cost * 1:1 support for 9 months (June - July and Sept – March)					£7,300*

TOTAL PP Cost = £40,500
Allocated to school (Apr 2017 – Mar 2018) = £47,360