

Pupil premium strategy statement: COATES LANE PRIMARY SCHOOL

1. Summary information					
School	COATES LANE PRIMARY SCHOOL				
Academic Year	2018/19	Total PP budget for <i>Financial Year 2018/19</i>	a. £49,140* based on Jan 18 census	Date of most recent PP Review	October 2018
		Predicted 2019/20 budget	b. £34,620		
Total number of pupils	210	Number of pupils eligible for PP 24 predicted Jan 2019 census	33 – 16% (Jan 2018 census)	Date for next internal review of this strategy	March 2019
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 2018			67%	64%	
% achieving expected level in writing 2018			67%	78%	
% achieving expected level in reading 2018			67%	75%	
% achieving expected level in mathematics 2018			67%	76%	
<p>These results were very pleasing, especially with regards to the combined score of 67% which is greater than national average for non-disadvantaged pupils. Of the 3 pupil premium children who did not achieve expected standard in Reading, Writing and Maths, one was on the SEND register and was working at a stage several years below his peers and the other 2 only missed out by 4 or 5 points in their raw scores for Reading and Maths. Of the children who did achieve expected standard, none achieved greater depth in their writing but this was a trend seen across school and has been highlighted as the number one school priority for 2018/19. We track the cohort data of children in receipt of Pupil Premium much more closely now so that we are able to quickly identify trends and also highlight where children are closing the gap on their non-disadvantaged peers.</p>					

3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

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 proportion of Pupil Premium children identified as having Social and Emotional learning difficulties compared to their peers. These children often need additional help to improve their interaction with others and the self-management of their emotions.

External barriers (*issues which also require action outside school, such as low attendance rates*)

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.	Social deprivation, lack of structure and routine at home, coupled with a lack of life experiences (holidays, visits and trips to places of interest) can result in 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 an increased proportion of those pupils meet age related expectations.
B.	Those children identified as having Social and Emotional difficulties given effective strategies to help them cope within school.	Pupils gain greater resilience and a range of coping strategies which help them to close the gap on their peers by the end of the Key Stage Two.
C.	Increased percentage of pupils achieving at greater depth in writing at Key Stage 2	Year on year percentage increase of pupils (whole class as well as PP children) achieving greater depth in core subjects in KS2 SATs.
D.	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	2018/19				
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?
Improve children's attainment levels in core subject areas.	School will implement a raft of measures specifically aimed at providing effective feedback to children, in line with one of our Key Priorities for this year. £1,000 for CPD events	Feedback studies tend to show very high effects on learning. There is a substantial number of reviews and meta-analyses of the effects of feedback. Educational (rather than psychological or theoretical) studies tend to identify positive benefits where the aim of feedback is to improve learning outcomes in reading or mathematics or in recall of information. (EEF 2018)	Through thoroughly researched, well-planned and expertly delivered CPD to all staff.	Colum Grogan	June 2019 Post-SATs when results are available.
Improve teachers' core skills and introduce new practices with proven beneficial outcomes.	Approximately 30% of whole-school training budget to be allocated to PP fund. £2,000	All children benefit from improved practices and more experienced and confident teachers.	Select suitable training for individuals, teams and whole staff.	Sarah White Colum Grogan	July 2019
				Budgeted cost	
				£3,000	
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 '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 can prevent the child from accessing their learning as fully as they should.	A timetable of support, geared to the identified needs of the pupils will be put in place. Nurture provision is monitored closely by Deputy Head to ensure quality of provision.	Colum Grogan	March 2019 To ensure nurture provision is meeting current needs of children across school.
				Budgeted cost	
				£16,500	

Boost confidence and social skills of PP children who may lack these skills.	Implement a programme of P4C intervention (philosophy for children) led by an experienced practitioner.	According to EEF research, P4C improves children's reasoning, social skills, and overall academic performance – meta-analysis in 2012 indicated an effect size of 0.4 standard deviations (or an additional six months' progress).	The programme to be planned & delivered by trained and experienced teacher to a small group of targeted children, with a view to possible future investment in training and development for the wider staff.	Colum Grogan Antonia Spencer	June 2019
Increased attainment, particularly for PP children, through greater engagement with learning.	1:1 and small group provision by use of Intervention by Teaching Assistants. X12 teaching assistants 1-2hours per day of intervention (£10,000)	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.	Colum Grogan KS1 leader	Jun 2018 Ongoing, routinely. Monitored by class teachers.
budgeted cost					£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.	-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 (£2,500)	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
To enable access to all to enriching, extra-curricular activities.	Subsidising school trips (£1,000)	Many disadvantaged families would struggle to pay for additional activities such as visits and residential trips.	Review annually.	Colum Grogan	July 2019
Improved performance and greater understanding in various curriculum areas.	Subscribing to online learning resources which engage learners and help introduce fun and/or competition to home learning. (£2,000)	Our own trial of TT Rockstars provided ample proof of success – similar engagement can be seen in response to Spelling Shed and use of ActiveLearn.	Review annually.	Colum Grogan	July 2019
budgeted cost					£5,500
Total budgeted cost					£35,000

