

Pupil premium strategy statement – Collaton VA Church of England Primary School

1. Summary information					
School	Collaton St Mary VA Church of England Primary School				
Academic Year	2019-20	Total PP budget	£42,240	Date of most recent PP Review	Sept 19
Total number of pupils	216	Number of pupils eligible for PP	45	Date for next internal review of this strategy	Sept 20

2. Current attainment		
Achievement Criteria	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the expected standard or above in reading, writing & maths end of KS2	80% (5)	
% achieving expected standard or above in reading at end of KS2	100% (5)	
% achieving expected standard or above in writing at end of KS2	100% (5)	
% achieving expected standard or above in SPAG at end of KS2	100% (5)	
% achieving expected standard or above in maths at end of KS2	80% (5)	
% achieving the expected standard or above in reading, writing & maths end of KS1	67% (9)	
% achieving expected standard or above in reading at end of KS1	67% (9)	
% achieving expected standard or above in writing at end of KS1	67% (9)	
% achieving expected standard or above in maths at end of KS1	67% (9)	
% pass the phonic screening test in Y1	71% (7)	
% achieving a Good Level of Development at the end of EYFS	50% (6)	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Ensure that we have a good understanding of the nature of our disadvantaged children in our locality and how this has changed over time.
B.	Some of our PP children have low expectations around learning, which has contributed to them falling behind
C.	Ensure PP children are targeted well by all adults that they work alongside
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Low aspirations of child and family with lack of targeted support
E.	Disruption and trauma for some children
F.	Lack of oral language skills and understanding of vocabulary

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	To enable all children eligible for PP to achieve at least in line with 'non disadvantaged' groups nationally.	% PP children achieving "Good Level of Development" is above national. % PP children passing Phonics Screening test is above national % PP children achieving expected standard or Greater Depth at KS1 and KS2 is above national At the end of KS2 all PP children make at least '0' progress scores.
B.	To enable our children in receipt of Pupil Premium to have higher aspirations and increase the amount of parental involvement with the school	PP children demonstrate the school learning values of 'aiming high', 'being determined' and 'inspiring others' – to be measured through pupil interviews and parent feedback forms from end of unit / learning experience outcome days.
C.	To improve the behaviour and social/ emotional well-being of our most vulnerable PP children	Vulnerable children are supported to access learning more effectively. This is through quality first teaching, engaging learning experiences and well targeted interventions based on the child's needs. As a result, children achieve more learning time and impact less on other children in the school. To be measured through observations and pupil interviews.

C.	To provide additional enrichment opportunities for PP children, especially those who are already achieving well in core subjects or who have lack of opportunity to access quality enrichment activities	Children have opportunities to attend extra-curricular clubs e.g. music, sports, art and drama, and to provide them with a rich curriculum.
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5. Planned expenditure	
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Academic year	2019 - 2020
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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					
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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?
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<p>To enable all children eligible for PP to achieve at least expected standards and to make at least expected progress.</p>	<p>High quality professional development and coaching for teachers and TAs to ensure high quality teaching, learning. Ensure assessment is rigorous allowing teachers to identify gaps in learning for PP children and target these through their teaching and use of interventions. Ensure interventions are well matched to the needs of the pupils, with a focus on Speech and Language in the early years and vocabulary throughout the school.</p>	<p>EFF toolkit identifies the following strategies are being particularly impactful:</p> <ul style="list-style-type: none"> • Collaborative learning (moderate impact +5) • Feedback (high impact +8) • Mastery learning (moderate impact +5) • Meta-cognition and self-regulation (high impact +8) • Phonics teaching (moderate impact +4) • Reading comprehension strategies (moderate impact +5) 	<ul style="list-style-type: none"> • Review in SLT – review of lesson observations, pupil interviews, book scrutiny, assessments and monitoring of interventions • Careful tracking of progress through data and regular progress meetings with teachers • Progress meetings and flight paths half termly with a focus on PP children and their progress across the curriculum and their current needs • Focused CPD on metacognition and pedagogy • Clear targets for children and identification of needs. 	<p>BNS/CN</p>	<p>End of each term</p>
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Total budgeted cost					£11041.88
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?
To enable all children eligible for PP to achieve at least expected standards and to make at least expected progress.	Targeted intervention and additional supported where needed for core subjects and use of 1:1 / small group tuition	EEF toolkit identifies the following: Oral language interventions (moderate impact +5) Early years interventions (moderate impact +5) Phonics (moderate impact +4) 1:1 Tuition (moderate impact +5) Parental involvement (moderate impact +3)	Regular monitoring and evaluation of quality of intervention and progress of children.	CN, NP, BNS	Each half term
To improve the behaviour and social/ emotional well-being of our most vulnerable PP children	Establish a pastoral provision for vulnerable children based around their needs, interests appropriate adult support	EEF toolkit identifies the following: Behaviour interventions (moderate impact +4) Social and emotional learning (moderate impact +4)	Regular evaluation of how well provision is meeting children's needs – weekly meetings between CN / JG / JC / LR	BNS, CN, NP / JC / JG /LR	Each week – review how provision is meeting the current needs of children.
Total budgeted cost					£22,437.18
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?

<p>To enable our children in receipt of Pupil Premium to have higher aspirations</p>	<p>Learning experiences will encourage the children to 'Aim High' along with the involvement of families and the wider community</p> <p>Collaborative learning opportunities throughout learning experiences</p> <p>Clear feedback in sessions allows children to progress quickly</p>	<p>EEF toolkit identifies the following:</p> <p>Parental involvement (moderate impact +3)</p> <p>Collaborative learning (moderate impact +5)</p> <p>Feedback (high impact +8)</p>	<p>Parent and child sessions to be arranged for all classes allowing children to demonstrate our 'Aim High' value.</p> <p>Clear CPD and planning sessions throughout staff meeting / team meeting time allowing collaborative learning strategies and feedback to be modelled</p>	<p>CN, BNS NP,</p>	<p>To be reviewed at SLT meeting at least once a half term.</p>
<p>To provide additional enrichment opportunities for PP children, especially those who have lack of opportunity to access quality enrichment activities</p>	<p>Participation in arts, drama, music and sports extra-curricular clubs.</p> <p>Participate in enrichment opportunities for core subjects with other children</p>	<p>Collaborative Learning (moderate impact +5)</p> <p>Arts participation (low impact +2)</p> <p>Sports participation (low impact +2)</p>	<p>PP children identified on register of support. Additional opportunities offered to targeted pupils both in school, after school and with other schools.</p>	<p>CN, BNS, NP, LJ</p>	<p>To be reviewed at SLT at least once a term</p>
Total budgeted cost					<p>£2404.62</p>

6. Review of expenditure				
Previous Academic Year		2018 – 2019 (£42,100)		
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
To enable all children eligible for PP to achieve at least in line with 'non disadvantaged' groups nationally.	Additional support Staff. Targeted teaching and interventions	<p>% PP children achieving "Good Level of Development" is above national.</p> <p>50% reached GLD</p> <p>% PP children passing Phonics Screening test is above national</p> <p>71%</p> <p>% PP children achieving expected standard or Greater Depth at KS1 and KS2 is above national</p> <p>67%</p> <p>% PP children achieving expected standard or Greater Depth at KS2 and KS2 is above national</p> <p>80%</p>	<p>This proved to be a successful strategy with pupil reaching expected standards and above.</p> <p>This is a strategy that we will be continuing next year.</p> <p>It is important to consider the value of speech and language support through the early years and develop this strategy along with support around this for some parents.</p>	£11441.88
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

To enable all children eligible for PP to achieve at least expected standards and to make at least expected progress.	Intervention programmes	Vulnerable children are supported to access learning more effectively. As a result, children achieve more learning time and impact less on other children in the school. A majority of the children reached expected standards and made progress that was in line with their peers. A few did not, these children did make progress although it was the expected amount, some of these children joined the school later on in the year.	Children need to be targeted accurately making sure that the intervention and adult are well matched to the needs of the pupils. Quick AfL needs to identify the needs of the children along with gaps in their learning – accurate assessment is key for these children	£21,827.18
To improve the behaviour and social/ emotional well-being of our most vulnerable PP children	Pastoral support and parental involvement	Children have opportunities to attend extra-curricular clubs e.g. music, sports, art and drama, and to provide them with a rich curriculum.	Parent involvement will support the vulnerable children Accurate assessment of the children's pastoral needs and appropriate intervention will allow the children to progress quickly and feel safe in their environments.	
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

<p>To enable our children in receipt of Pupil Premium to have higher aspirations</p>	<p>‘Aim High’ projects to involve children with their families</p> <p>Outdoor education opportunities e.g. forest schools – Children to be targeted for interventions and monitored closely on progress</p>	<p>Designated Forest School lead to ensure delivery meets the needs of the children.</p> <p>CPD for all staff on Forest school and activities</p> <p>Parent and child sessions to be arranged for all classes allowing children to demonstrate our ‘Aim High’ value.</p>	<p>Forest school activities helps to support all children.</p> <p>Parental involvement has also help to raise aspirations for the children</p>	<p>£3404.62</p>
<p>To provide additional enrichment opportunities for PP children, especially those who have lack of opportunity to access quality enrichment activities</p>	<p>Participation in arts, drama, music and sports extra curricular clubs.</p> <p>Participate in enrichment opportunities for core subjects with other children</p>	<p>PP children identified on register of support. Additional opportunities offered to targeted pupils both in school, after school and with other schools.</p>	<p>Addition opportunities and enrichment activities with outside agencies / organisations support children well.</p>	

7. Additional detail

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