



# Pupil Premium Strategy Coldfair Green Primary School

## Review of Spending during 2016-2017



### Review of Expenditure: Academic Year 2016-2017

**Pupil Premium Budget Allocation: £22,120 (additional costs met through School's own budget)**

*Nine additional children eligible for pupil premium funding joined the school or became eligible for funding during the academic year 2016-2107.*

Desired Outcome	Chosen Action	Impact: Were success criteria met?	Lessons learned:	Cost
<p><b>A. Attendance of disadvantaged pupils to improve.</b></p>	<ul style="list-style-type: none"> <li>* Funded breakfast club places to ensure children are in school on time and, having eaten a balanced breakfast, are ready to learn.</li> <li>*Teachers scoop up absent children on their return and cover work missed with them. There is an expectation that children catch up missed learning as part of a whole school 'keep up' approach.</li> <li>*Patterns of absence are discussed with parents and children to identify any underlying causes.</li> <li>*Attendance of disadvantage children is compared to non-disadvantaged children to ensure it doesn't negatively impact on achievement and progress.</li> </ul>	<ul style="list-style-type: none"> <li>* Breakfast club only started in September 2017 due to staffing changes. Early indications show a positive impact on timekeeping and readiness to learn for identified children.</li> <li>*Attendance of disadvantaged children was 1% below that of non-disadvantaged children. Work continues with individual children and families to ensure barriers to school attendance are removed.</li> <li>*Provision of sports sessions during breakfast club session has led to increased attendance at breakfast club from disadvantaged and non-disadvantaged pupils, all of whom are readier to learn straight away at the start of the day.</li> </ul>	<ul style="list-style-type: none"> <li>* Breakfast club to continue and funded places to continue for disadvantaged children.</li> <li>*Red, Amber and green letters to go home to parents each term with a registration certificate.</li> <li>*Meetings to be booked with Head and EWO for any pupils on red (below 80%) to generate Attendance Improvement Contracts.</li> <li>*Headteacher to meet parents of children on amber (Below 95%) to lay out expectations of improvement in attendance.</li> </ul>	<p>£380 per child p.a (£17,328)</p>



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<p><b>B. Pupils can access learning in class because their physiological, safety, belongingness and self-esteem needs are met.</b></p>	<ul style="list-style-type: none"> <li>* Additional 1:1 support to meet needs.</li> <li>* Employment of Family Support Worker / Inclusion Lead.</li> <li>* Nurture provision targeted to need to ensure mental health and well-being needs met.</li> <li>* CAF referrals and attendance at Family Network meetings to ensure support for families and children is maximised.</li> </ul>	<ul style="list-style-type: none"> <li>* Relationships have been developed and grown with families and individuals and children's basic needs are supported / met, which enabled pupils to be 'ready to learn'.</li> <li>* Fewer children now need 'time out' or 'readiness to learn interventions' since the introduction of breakfast club and before school sports.</li> </ul>	<ul style="list-style-type: none"> <li>* This approach is successful and will continue.</li> <li>* Pastoral support will be extended through additional nurture and a nurture group run on nurture network principles will be set up in the Spring Term.</li> <li>* Nurture Network training to be accessed by the staff who will run the nurture provision.</li> </ul>	<p>£ included in figure below</p>
<p><b>C. Gaps are identified and interventions are specifically targeted to teach to the gaps.</b></p>	<ul style="list-style-type: none"> <li>* Individualised interventions on a daily basis are targeted to ensure children do not fall behind. A same day intervention approach is used to ensure children keep up and achieve in line with their non-disadvantaged peers.</li> <li>* Referrals were made to an educational psychologist to explore additional needs / barriers to learning where appropriate.</li> </ul> <p><b><i>Nine additional children eligible for pupil premium funding joined the</i></b></p>	<ul style="list-style-type: none"> <li>* Smaller class sizes have meant that disadvantaged pupils can access more of the teacher's time.</li> <li>* Additional adults have allowed pre planned intervention groups to take place and also ad-hoc groups are formed according to need on a daily basis to ensure children catch up / keep up on the day and avoid falling behind.</li> <li>* Progress in reading for disadvantaged children was in line with expected progress or better for 80% of children.</li> <li>* Progress in writing was above expected for the majority of</li> </ul>	<ul style="list-style-type: none"> <li>* Pupil premium children will continue to be monitored in terms of achievement and progress to ensure their individual gaps are closed and they achieve in line with their non-disadvantaged peers.</li> <li>* Additional booster and same day interventions will continue to ensure children keep up and new gaps aren't created.</li> <li>* Any potential barriers to learning will continue to be explored and</li> </ul>	<p><b>£23,779</b></p> <p><b>plus</b></p> <p><b>EP referrals £350 per report x3</b></p>



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	<i>school or became eligible for funding during the academic year 2016-2107.</i>	disadvantaged children and better than that of their non-disadvantaged peers. *Progress in maths was above expected progress for 57% of disadvantaged children and was in line with progress of their non-disadvantaged peers.	referrals to appropriate professionals and outside agencies met where a need is identified.	
<b>Desired Outcome</b>	<b>Chosen Action</b>	<b>Impact: Were success criteria met?</b>	<b>Lessons learned:</b>	<b>Cost</b>
<b>D. Pupils read regularly and have access to high quality texts within guided reading and Literacy lessons. They have opportunities to be actively involved in speaking and listening.</b>	<p>*Pupils take part in mixed age reading partnerships on a monthly basis.</p> <p>*All children are involved in school performances during the course of the year.</p> <p>*Pie Corbett's Reading Spine has been used as a list of high quality texts to which all children should be exposed before leaving Primary School. Key texts have been purchased for each class to ensure equality of reading experience for all.</p>	*Progress in reading for disadvantaged children was in line with expected progress or better for 80% of disadvantaged children.	*The ongoing development of a core spine of key texts to which all children will be exposed as readers before leaving Primary School will continue to develop during 2017-2018 as additional core texts are purchased for each year group.	<b>£1000</b>



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Desired Outcome	Chosen Action	Impact: Were success criteria met?	Lessons learned:	Cost
<p><b>E. Pupils are excellent problem solvers in maths</b></p>	<p>*A problem solving approach is developed in maths so that children are able to apply their mathematical knowledge to answering increasingly challenging word problems. *Teacher resources (including high quality challenging problem solving and mastery resources) were purchased to support this development. *Analysis of previous SATS show reasoning as an area of weakness for all groups of learners.</p>	<p>*Progress in maths was above expected progress for 57% of disadvantaged children and was in line with progress of their non-disadvantaged peers.  *Work with maths consultants supported staff in beginning to address gaps in mathematical understanding.  *Success criteria were not met.</p>	<p>*Children are able to use their mathematical knowledge to problem solve increasingly well. However, gaps in conceptual understanding of number and place value hold children back where they have missed this teaching and don't have the concrete understanding of key concepts. Work to address this continues in 2017-2018.</p>	<p><b>£250</b></p>
<p><b>F. Children are exposed to a wide range of social, cultural and sporting experiences.</b></p>	<p>*Pupils take part in mixed age reading partnerships on a monthly basis. *Pupils take part in enrichment activities offered by three local high schools on a monthly basis. *Pupils will take part in cultural visits – eg) London, Norwich and more local theatre visits; local museums, zoos, places of worship etc. *Pupils will participate in wide range of sporting activities, clubs and fixtures. *'The Nutcracker' theatre performance bought into school (all children) *To attend enrichment events at local high schools.</p>	<p>*Provision of sports sessions during breakfast club session has led to increased attendance at breakfast club from disadvantaged and non-disadvantaged pupils, all of whom are readier to learn straight away at the start of the day.  *Pupils benefitted from experiences they might not otherwise have had.</p>	<p>*Opportunities to attend enrichment experiences will continue to be extended.  *A focus on aspirations and future life chances will be developed through a Raising Aspirations project in 2017-2018, widening horizons.  *Visits to local universities (UEA / Cambridge, Ipswich etc) for children in Upper Key Stage Two will raise aspirations.</p>	<p><b>£920</b></p>



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	<ul style="list-style-type: none"><li>*To put on additional clubs and activities led by the children's interests discussed with the school council.</li><li>*Week-long Festival of Music and The Arts</li><li>*Premier Sports Gymnastics and Breakfast Club multi -sports activities</li><li>*Contributions towards the costs of extra-curricular instrumental music lessons and sports clubs offered by an outside provider has also ensured that disadvantaged children receive the same opportunities as their non-disadvantaged peers.</li></ul>			
<p><b>Additional Detail:</b> We have put in additional teaching interventions enabling us to follow up learning with individuals and small groups quickly when a need has been identified. We do this through targeted groups and 1:1 teaching during the afternoons. We have employed specialist maths and literacy teachers who are able to get to the bottom of how each child learns best. In addition to this we have funded exciting educational visits and visitors enabling all children to take part.</p>				