



## Pupil Premium Strategy Coldfair Green Primary School 2016 -2017



<b>Summary Information</b>		
<b>Academic Year:</b> 2016-2017	<b>Total PP Budget:</b> £22,120	<b>Date of most recent PP review:</b> March 2017
<b>Total Number of Pupils:</b> 126	<b>Number of pupils eligible for PP:</b> 15	<b>Date for next review of this strategy:</b> July 2017

<b>Attainment 2015-2016 (Based on current Years 1-6)</b>			
Coldfair Green figures based on pupils eligible for PP		National figures based on pupils not eligible for PP	
% achieving expectations in reading, writing and maths	71%	% achieving expectations in reading, writing and maths	60%
% making expected progress in reading	100%	% making expected progress in reading	53%
% making expected progress in writing	86%	% making expected progress in writing	63%
% making expected progress in maths	86%	% making expected progress in maths	57%

<b>Barriers to Future Attainment (for pupils eligible for PP, including high ability pupils)</b>	
<b>In-School Barriers (Issues to be addressed in school, such as poor oral language skills)</b>	
A.	Pupils being 'ready to learn' in class (children are in a secure place emotionally / mentally)
B.	Limited speech and language skills, which impacts on learning.
C.	Poor learning skills. For example, commitment, organisation, resilience.
D.	Gaps in prior learning.
<b>External Barriers (issues which also require action outside of school, such as low attendance rates)</b>	
E.	Consistent attendance and punctuality.
F.	Access to resources, such as books, libraries, life experiences ( especially cultural)
G.	Low aspirations about what can be achieved and how to be successful, and limited access to positive role-models.
H.	A lack of regular routines including home reading, homework, spellings and having the correct equipment in school (eg PE kit)
I.	Parental engagement with school and perceptions of education. Priority based on learning and achievement.



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<b>Desired Outcomes</b>		
	<b>Desired outcomes and how they will be measured</b>	<b>Success Criteria</b>
A.	Disadvantaged pupils' attendance to improve.	Disadvantaged children's attendance (currently 94.4% to better attendance % of non- disadvantaged children currently 95.6%)
B.	Pupils can access learning in class because their physiological, safety, belongingness and self-esteem needs are met.	Pupils are ready to learn in class without the need for intervention. The number of interventions which ensure pupils are ready to learn are reduced.
C.	Gaps are identified and interventions are specifically targeted to teach to the gaps.	Formative assessment will show gaps being addressed. Pupils will make (or exceed) expected progress.
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.	Pupils achieve (or exceed) expected levels in reading and writing and make (or exceed) expected progress.
E.	Pupils are excellent problem solvers in mathematics.	Pupils achieve (or exceed) expected levels in maths and make (or exceed) expected progress.
F.	Children are exposed to a wide range of social, cultural and sporting experiences.	Pupils attend events and visit places they would not normally be exposed to.



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<b>Planned Expenditure</b>					
<b>Academic Year</b>		<b>2016-2017</b>			
<b>(1) Quality First Teaching for All.</b>					
<b>Desired Outcome</b>	<b>Chosen Action</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will we ensure it is well implemented?</b>	<b>Staff Responsible</b>	<b>When will implementation be reviewed?</b>
*New PP children (who join the school mid-year) and PP children in reception will settle in to the school quickly and make appropriate progress.	*Teacher to pupil ratio to be increased in reception (transition year).	*Smaller class sizes mean disadvantaged pupils can access more of the teacher's time.	*The school monitoring cycle will continuously evaluate provision.	Headteacher / Chair of Governors / Learning and Achievement Committee	Termly
*PP children in Years R – 6 make expected (or better than expected progress)	*Teacher to pupil ratio increased across the school for Literacy and Maths lessons, to provide additional teaching groups and interventions.	*Smaller class sizes mean disadvantaged pupils can access more of the teacher's time. *Additional adults mean pre planned intervention groups can take place and also ad-hoc groups can be formed according to need.	*The school monitoring cycle will continuously evaluate provision.	Headteacher / Chair of Governors / Learning and Achievement Committee	Termly
<b>Total Budgeted cost: (additional costs over PP grant to be met from school's budget)</b>					<b>£46,197</b>



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<b>(2) Targeted Support</b>					
<b>Desired Outcome</b>	<b>Chosen Action</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will we ensure it is well implemented?</b>	<b>Staff Responsible</b>	<b>When will implementation be reviewed?</b>
* For pupils to have basic needs met (Maslow) to ensure they are ready physically, mentally and emotionally ready to learn.	*Family Support worker / Inclusion lead.	* To build relationships with pupils and families. To locate and provide support. To liaise with relevant services.	* Family support worker will report on her interactions with pupils and families each week.	Headteacher / Chair of Governors / Learning and Achievement Committee	Termly
	*Breakfast club to be set up.	*To ensure all pupils have a good breakfast, extra reading and maths games, acclimatisation to start the day. *Breakfast clubs also improve concentration.	*Attendance will be monitored.		Weekly
*For identified gaps in learning to be addressed.	* Varied interventions (according to need) timetabled before or during the school day.	* Gaps identified in formative assessment allow for precisely targeted teaching to remedy these.	*Progress is checked on a half termly basis and interventions are all tracked from a starting point (and are time limited.)	Headteacher / Chair of Governors / Learning and Achievement Committee	Half -Termly
* For selected pupils to be supported in accessing learning.	*1:1 and small group TA support for PP pupils that need it.	*Research shows that the quality of TA's talk to pupils supports the development of independent learning skills.	*Progress of pupils will be checked on a half termly basis.	Headteacher / Chair of Governors / Learning and Achievement Committee	Half-Termly
<b>Total Budgeted cost: (additional costs over PP grant to be met from school's budget)</b>					<b>£23,779</b>



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<b>(3) Enrichment and Experiences</b>					
Desired Outcome	Chosen Action	What is the evidence and rationale for this choice?	How will we ensure it is well implemented?	Staff Responsible	When will implementation be reviewed?
<p>* Pupils will access a range of social, cultural, sporting activities, experiences and visits.</p>	<p>*Pupils will take part in mixed age reading partnerships on a monthly basis.            *Pupils will take part in enrichment activities offered by three local high schools only a monthly basis.            *Pupils will take part in cultural visits – eg) London and more local theatre visits; local museums, zoos, places of worship etc.            *Pupils will participate in wide range of sporting activities, clubs and fixtures.</p>	<p>* Pupils will benefit from working with others and being introduced to a range of experiences.            *Pupil’s horizons will be broadened and they will learn more about culture, history and geography, their locality and life beyond it.</p>	<p>* We will continually keep the programme of trips and events under review, tailoring it to the needs of the school community, the curriculum and wider enrichment provision.</p>	<p>Headteacher / Chair of Governors / Learning and Achievement Committee</p>	<p>Annually</p>
<b>Total Budgeted cost: (additional costs over PP grant to be met from school’s budget)</b>					<b>£959</b>



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### Review of Expenditure: Academic Year 2015-2016

**Pupil Premium Budget Allocation: £19,640**

Desired Outcome	Chosen Action	Estimated Impact: Did you meet the success criteria?	Lessons learned:	Cost
*For PP children to make (or exceed) national expectations for progress and attainment.	*Additional teaching intervention for maths and literacy in KS2.	*As results show, the progress and achievement of PP pupils was in line with that of non-disadvantaged pupils.	*Additional teaching targeted to the gaps was effective. This model will be adapted and extended in the future. *Assertive Mentoring will be used to target gaps effectively in mathematics.	£3500
* To improve pastoral provision.	* Additional 1:1 support to meet needs. *Employment of family Support worker. * Nurture group to be set up to meet emotional and social needs.	* Pastorally families and children were supported, which enabled pupils to be 'ready to learn'.	*This approach was successful and will be used in future. *FSW role will be adapted as it has evolved to meet need. *Pastoral support will be extended through additional nurture.	£10,921
* To ensure disadvantaged children access clubs and enrichment experiences.	*To subsidise school trips. *To put on additional clubs and activities. *To bring the Norwich Puppet Company in to school. (KS1) *To take KS2 to Charlie and the Chocolate Factory at Drury Lane Theatre, London. *To attend enrichment events at local high schools.	*Pupils benefitted from experiences they might not otherwise have had.	*Opportunities to attend enrichment experiences will be extended.	£500

**Additional Detail:** We largely targeted our funding on additional staffing and extra intervention to ensure gaps were closed. In 2015-2016 this enabled us to bring the Family Support worker out of class and target pastoral interventions and nurture provision in the afternoons. We also bought in additional Maths intervention each afternoon for KS2 and Literacy intervention for two afternoons for KS2. 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 funding exciting educational visits and visitors enabling all children to take part.



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