

Pupil premium strategy statement: COLNEY HEATH Primary& Nursery School

1. Summary information					
School	Colney Heath Primary School				
Academic Year	2019/20	Total PP budget	£60,013	Date of most recent PP Review	Sept 2020
Total number of pupils	207	Number of pupils eligible for PP	28	Date for next internal review of this strategy	Sept 2021

2. Attainment for end of Key Stage 2 2019			
	Pupils eligible for PP (School)	Pupils not eligible for PP (National 2019)	Difference
Proportion of pupils in Y6 eligible for PP	7/28		
% achieving expected standard in Reading	63%	79%	-16%
% achieving expected standard in Writing	75%	84%	-9%
% achieving expected standard in Maths	63%	84%	-21%
% achieving age related attainment or above in reading, writing & maths.	50%	72%	-22%

3. Progress for end of Key Stage 2 2019			
	Pupils eligible for PP (School)	Pupils not eligible for PP (National 2019)	Difference
Progress score for Reading	-1.87	0.32	1.55
Progress score for Writing	1.43	0.27	+1.16
Progress score for Maths	-1.35	0.37	-0.98

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	Many pupils eligible for pupil premium also have other factors such as SEN and emotional needs
B.	Oral language skills in Reception are below expected standard for pupils eligible for PP (and other pupils in the class)
C.	A gap between PP children and Non PP children nationally achieving expected standard in R, W and M, although historically this gap narrows by the end of KS2 this attainment needs monitoring to insure the gap is closing.
External barriers	
A.	Resources / equipment at home restricts pupil access to home / remote learning
B.	Some low income families find it hard to afford extra enrichment activities
C.	Attendance for PP children (92.6 in 18/19 compared to 95.6 for Non PP children.)
D.	Circumstances at home have an impact on the pupil's emotional wellbeing in school which is a barrier to progress, including Covid.

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve speech and language skills for PP pupils in foundation stage	Pupils eligible for PP in Foundation Stage make rapid progress from their very low starting points to meet the Communication and Language and Speaking elements of the Early Learning Goal expectations by the end of their Reception year
B.	Higher rates of progress and attainment for PP children in KS1 & 2 for R,W and M to help narrow the attainment gap between with non PP children nationally. In progress continue to narrow gap at KS2 in Reading and Writing. Reduce progress gap in Maths Reduce attainment gap at KS2	Pupils eligible for PP make as much progress as 'other' pupils, by the end of Key Stage 1 and 2 in maths, reading and writing. As measured by the National end of key stage test and teacher assessments.
C.	Emotional Health Support <ul style="list-style-type: none"> Provide support for families through Family Support worker, Councillors, Links etc.. Children are able to express their feelings and emotions appropriately. Emotional issues of pupils attending nurture group work addressed. Address the transition from home into school in the mornings ensuring children are prepared for their day in a positive way ready to learn. 	Pupils develop their communication skills so they are able to express when they are feeling anxious or worried. Concentration levels are increased and pupils are able to cope with the demands of the curriculum.
D.	Improved application of phonic skills across lower KS2 specifically from PP children.	A high % of PP pupils to achieve expected standard in Literacy.
E.	Positive attitude to learning and increased ability to overcome barriers.	PP to have growth mind set.
F.	Good attendance rates for pupils eligible for PP.	Overall PP attendance in line with 'other' pupils. 95% + (currently 92.6% In 2019)
G.	Access to Home / Remote Learning through the provision of equipment	Targeted PP children able to access Home / Remote Learning

4. Planned expenditure					
Academic year	2020/21				
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 implementation?
Higher rates of progress and attainment in R,W & maths at the end of KS1 & 2	Staff to assess children– Staff to highlight gaps in children’s learning which can be a focus for next steps within class and through a targeted intervention by class teacher.	In order to narrow the gap between our PP children and non PP children nationally we need to increase the rate of progress made so a higher % of children meet age related expectation at the end of KS1 & 2.	Internal data Pupil progress meetings Book scrutiny National assessments KS1 / KS2 Monitoring of pupil premium intervention folder.	SLT	Spring 2021
Improve parental engagement across the school	Teachers to contact parents at the beginning of each academic year. Use of class email. Zoom assemblies / Phonics workshop / Parent consultations Curriculum information on website	Improve Parental links in order to improve parents understanding of curriculum expectations to enable them to support their child at home.	Foundation Subject Knowledge Organisers (SDP) on website Zoom events in diary	SLT	In line with SDP review cycle.
Improve application of phonics skills across school	Phonics/spelling teaching to become part of the daily timetable including KS2 Phonic training for all staff Phonic workshop for parents	Children need to complete the phonic stages as well as using other spelling patterns as there are common errors being made in the phase 5/6 spellings in upper KS2.	Literacy spelling action plan led by literacy coordinator.	Literacy Coordinat or	

Attendance: Narrow the attendance gap for PP children and Non PP	<ul style="list-style-type: none"> • Instant response when child is absent (Call/Text) • Provide parent support worker • Letters home • Individual support 	Improved attendance ensures learning sequences are not missed and children receive a full curriculum.	Office staff to keep track of daily attendance. Head to monitor attendance trends.	Head	On going
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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?
High rates of progress in English & Maths (Wave 2)	<p>Teacher /TA Intervention: Time dependent targeted gaps.</p> <p>Maths: Booster (HA) 1:1 support Pre teach sessions T & TA intervention support</p> <p>English: Phonics intervention Rapid Write 1:1 support T & TA intervention support Pre teaching Targeted readers (1:1)</p> <p>Booster clubs (Y6 reading & maths)</p> <p>Additional 1:1 tuition to be implemented for CLA (support given from virtual schools)</p> <p>Min group ratio 1:15 in maths and English sessions</p>	<p>Children need to make higher rates of progress to make ARE at end of Year 6. To maintain broad and balanced curriculum, wave 2 interventions should be offered, including outside school hours (year 6)</p>	<p>Regular pupil progress meetings & termly reviews to determine targeted groups and intervention needed on a termly basis.</p> <p>Liaison between class teacher and staff delivering interventions to target specific skills.</p> <p>Lead to monitor folders to ensure intervention is implemented and has impact.</p>	Class teachers PPG Lead SENCo	Termly (Half termly for target children)

Higher % of children reaching expected standard in CL at the end of Reception	Implement Wellcomm across the EY's	Improve children early language skills.	Staff training Designated staff member to implement the Wellcomm intervention	SENCO & EY	Termly
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?
Impact of Pupil Premium funding to be monitored and reviewed to ensure maximum impact across the school	Pupil Premium Lead to review progress and attainment and monitor the implementation of the Pupil Premium strategy.	Impact from the funding should be regularly monitored to ensure maximum impact.	Pupil Premium lead to be given designated time to carry out role and work with specific PP children on a regular basis. Regular meetings with Governor	PP Lead PP Governor	July 2021
Increase parental engagement	Investigate different strategies and approaches using examples from other settings to formulate a plan beyond Covid approach (Zoom)	Need to engage parents to support their children's learning at home	A plan is created and implemented with evidence of parental engagement	PP Lead	July 2021
Improve attendance rates for PP children.	Letters sent home/ meetings held with families. Use of parent support worker Referrals to county	Current data comparing PP children to non PP national children shows a growing gap	Termly monitoring by AIO and governors	PR	Termly
Extracurricular clubs and additional music tuition available to PP children	Free places provided at clubs including breakfast and afterschool club. Free / subsidised music lessons All children having wider opportunity experience with weekly violin lessons. Loan of violins	Improve attendance (lateness). Provide disadvantaged children with extracurricular activities and experiences outside of the curriculum.	Monitor children attendance and participation in these activities.	PR	July 2021

Provision of Home Learning materials	Stationary packs Paper copies of work Extra reading books Availability of laptops and SIM cards for Remote Learning	Access for some children to home and remote learning provision	Children able to access learning at home and engaging with teacher.	PR	When needed
Provision of uniform	Bank of PE kit available School directly orders uniform for targeted families.	Children able to access PE sessions Children able to attend school with correct uniform	Children not missing PE due to lack of kit. Children in class in correct uniform	PR	Termly
Mental Health Support	Signpost of activities and support for family Individual support provided by PSW or Toybox TA External referrals made where necessary	With addition of Covid number of families and children have underlying emotional needs.	Improved attendance Children supported emotionally so they can access their learning.	AB	Termly
Support for parents at home through the input from a parent support worker (PSW).	Targeted families/children to be given the opportunity to work with PSW with a focus on: <ul style="list-style-type: none"> Behaviour, well being, conflict at home etc.. 	Improve home school links with families. Encourage continuity from home into school with regards to behaviour strategies. Support families in dealing with difficult behaviour and helping parents support their children development at home.	Monitor families engagement in these services.	PR	Termly
Support given to PP families for the Year 5/6 residential school journey.	Places to be part funded.	All given to be given equal opportunity for external educational trips	Office staff to ensure funding is allocated to PP children in Year 5&6.	PR	July 2021
				Total:	£60.013