

## Pupil premium strategy statement (Primary)

Pupil Premium funding is provided to schools in addition to main school funding. It is allocated to children of low income families who are known to be eligible for free school meals (FSM) and children who have been looked after continually for more than six months. This also includes pupils who have been eligible for FSM at any point in the last six years (known as Ever 6 funding). A smaller amount is allocated to provide some additional support to children of service families.

Schools are free to spend the Pupil Premium in ways, which they consider will enhance the education of the targeted children. At Colney Heath we have looked at evidenced based strategies, as outlined by the Education Endowment Foundation (EEF), to direct our funding.

### School overview

Metric	Data
School name	Colney Heath JMI
Pupils in school	187 (13 in Nursery)
Proportion of disadvantaged pupils	20%
Pupil premium allocation this academic year	£45,870
Academic year or years covered by statement	2019-21
Publish date	September 2021
Review date	September 2022
Statement authorised by	Pete Rose
Pupil premium lead	Cathy Otway
Governor lead	Corinne Doust

### Disadvantaged pupil progress scores for 2019 (pre Covid-19)

Measure	Score
Reading	-1.87
Writing	-1.43
Maths	-1.35

### Disadvantaged pupil performance overview for 2019

Measure	Score
Meeting expected standard at KS2	Reading 63% Writing 75% Maths 63%
Achieving high standard at KS2	0%

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1 <b>Speech and Language in Early Years.</b>	To improve speech and language skills through Wellcomm intervention in Nursery and Reception to enable children to meet the Communication and Language expectations by the end of Reception
Priority 2 <b>Quality First Teaching</b>	To ensure high quality wave 1 teaching for PP children in daily practice Passport folders monitored half termly to ensure impact of interventions by PP lead.
Priority 3 <b>Emotional wellbeing and behaviour support (especially families effected by Covid-19)</b>	Children are supported with their well being, through the use of a parent support worker, toybox therapy and class mind up sessions. Other agencies are also used to support children individually,
Priority 4 <b>Attendance</b>	Narrow the attendance gap between advantaged and disadvantaged children through instant response by office staff-call/text. Use of parent support worker and individual support.
Barriers to learning	Oral language skills on entering Nursery below expected standard. Children's mental health following two lockdowns due to Covid-19. Interventions to be more targeted and teaching assistants used effectively to support children. Attendance gap between advantaged and disadvantaged children to be narrowed.
Projected spending	£49,901

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 2022
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 2022
Progress in Mathematics	Achieve average KS2 Mathematics progress score in KS2 (0)	July 2022
Phonics	Achieve national average expected standard in PSC	July 2022

Attendance	Improve attendance of disadvantaged pupils to LA average (95%)	July 2022
------------	--	-----------

Measure	Activity
Priority 1 <b>Phonics</b>	To improve the delivery of phonic teaching across the school and all staff's subject knowledge. Gap analysis to be carried out to target specific whole class gaps as well as individual targeted support where needed of disadvantaged children. Teachers/teaching assistants to observe colleagues to ensure a consistent approach to phonics teaching.
Priority 2 <b>Early reading</b> To ensure reading books are carefully matched to children's phonic knowledge.	Teachers to regularly hear disadvantaged children read and check suitability of books so they are well matched. Decodable phonic books purchased to be used across the school that can be taken home.
Barriers to learning these priorities address	All staff to be provided with phonic training, in addition parents supported through a virtual workshop. This is available to view on school website under curriculum.
Projected spending	Cost of support staff (SP) £8,032 New books £1,000

### Targeted academic support for current academic year

Measure	Activity
Priority 1 <b>Reading</b>	Whole class guided reading introduced in KS1 and KS2 to raise standards in reading for all pupils including disadvantaged pupils. Pre-teaching used to ensure disadvantaged children can access texts as well as being supported in class where needed. Particular focus on vocabulary use and understanding using the VIPER skills.
Priority 2 <b>Maths</b>	Establish maths interventions for disadvantaged pupils falling behind age-related expectations following delivery of diagnostic tests and assessment data. Back on Track Maths from Herts has been purchased by the school.

Barriers to learning these priorities address	Lack of reading at home for many disadvantaged children so reading in school to an adult is paramount. Lockdowns in 2020 and 2021 resulting in some disadvantaged children showing increasing gaps in maths.
Projected spending	Support Staff (LN) £19,393 (CT) £9276 PPG Lead (CO) £1,400

### Wider strategies for current academic year

Measure	Activity
Priority 1 <b>Attendance</b>	To ensure disadvantaged children's attendance is in line with non disadvantaged children ( 95%) Breakfast club maybe offered to help encourage attendance and punctuality. Office staff to make first day absence phone calls as well as regular phone calls while child is absent. Head to send letter when attendance drops below 95%. Parent support worker can be used to support targeted disadvantaged families.
Priority 2 <b>Catch up programmes post Covid-19</b>	Following two lockdowns, ensure targeted support for children where gaps have been carefully identified through diagnostic tests for maths and reading and assessment data. Teacher led interventions as well as effective deployment of teaching assistants. Wave 1 teaching is also paramount to closing gaps between advantaged and disadvantaged children. Back on Track programmes for Maths and Literacy have been purchased and delivered by class teachers with advice given from Herts advisors, National Tutoring Programme (NTP) to be delivered following identification of children using given funding.
Barriers to learning these priorities address	Improving attendance-head to monitor Impact of COVID-19 on pupils regarding gaps in curriculum but also where there may have been a financial impact within the family setting.
Projected spending	Tutoring costs £32 an hour £1,400 per child x5 Breakfast Club costs £950 per child £3,800

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	All disadvantaged children to receive Wave 1 teaching	Ensure high quality Wave 1 teaching and effective use of teaching assistants Regular training for teaching assistants to help support children in class as well as teachers where required and identified.
Targeted support	Narrowing gaps in reading, writing and maths. Assessment data and diagnostic tests will identify children.	Monitor the impact every half term. Pupil voice and book scrutiny with two pupils from each year group in Spring term. Tracking of other interventions used and their impact recorded by class teachers termly.
Wider strategies	Ensuring the curriculum is broad, balanced and provides opportunities to broaden horizons for children.	Ensure disadvantaged children attend class trips. Music lessons may be subsidised Breakfast club and after school club may be subsidised Support with purchase of uniform when needed.

## Review: last year's aims and outcomes

Aim	Outcome
<b>Progress in Reading and Writing</b>	Gap between disadvantaged and non disadvantaged children in writing has narrowed. (based on 2019)
<b>Progress in Mathematics</b>	Gap between disadvantaged and non disadvantaged children in maths has increased. (based on 2019)
<b>Phonics</b>	Due to lockdown, phonic screening was administered in December 2020 in year 2. Disadvantaged children 86% passed Non disadvantaged 91%

<b>Attendance</b>	Many approaches have been used to combat attendance issues as outlined above eg instant response by office staff by phoning on first day of absence and until child returns. The use of offering breakfast club has helped two families to attend school and be on time.
<b>Wellcomm</b>	Wellcomm is particularly good for enhancing prepositional language. Feedback from the staff member delivering Wellcomm is used to focus questioning on specific disadvantaged children, where needed, either on a 1:1 basis or in whole class teaching. Both Nursery and Reception report that the key to raising standards in speech and language is by adult interaction.
<b>Governor liaison</b>	PP lead regularly liaises with the assigned Governor regarding the attainment, intervention programmes and monitoring of disadvantaged children.