

## Pupil premium strategy statement: COLLEY LANE PRIMARY ACADEMY 2019/20

1. Summary information					
School	Colley Lane Primary Academy				
Academic Year	2019/20	Total Planned Pupil Premium Budget	£240k	Date of most recent PP Review	N/A
Total number of pupils	559 (excl Nursery)	Number of pupils currently PP eligible	164	Date for next internal review of this strategy	Dec 2019

2a. Current attainment KS2 (2019 leavers)		
<b>2018-19 Pupils:</b> 37% eligible for PP	<i>Pupils eligible for PP (Colley Lane)</i>	<i>Pupils eligible for PP (national average)</i>
% Age Related+ in reading, writing and maths	51%	71%
Reading progress score	-4.2	0.3
% Age Related + in reading (SATS)	57%	62% (disad.)
Maths progress score	-0.6	0.4
% Age Related + in maths (SATS)	66%	67% (disad.)
Writing progress score	-0.9	0.3
% Age Related + in writing (teacher assessment)	60%	68% (disad.)

2b. Current attainment KS1		
<b>2018-19 Pupils:</b> 18% eligible for PP	<i>Pupils eligible for PP (Colley Lane)</i>	<i>Pupils eligible for PP (national average)</i>
% Age Related + in reading (teacher assessment)	29%	62%
% Age Related + in maths (teacher assessment)	41%	62%
% Age Related + in writing (teacher assessment)	47%	55%

2c. Phonics Screening Check KS1		
<b>2018-19 Pupils:</b>	<i>Pupils eligible for PP (Colley Lane)</i>	<i>Pupils eligible for PP (national average)</i>
% Year 1 Pupils passing the screening check (18% eligible for PP)	94%	71%
% Year 2 Pupils passing the screening check retake (44% of pupils retaking eligible for PP)	33%	Not available

**3** **Desired Outcomes 2019-20**

	<b><u>Desired outcomes and how they will be measured</u></b>	<i>Success criteria</i>
<b>A.</b>	To accelerate progress of PP children in reading, writing and maths in KS1 and throughout KS2 through continuously improving the quality of teaching and delivering carefully planned and monitored interventions.	Progress from KS1 to KS2 is at least in line with progress rates of non-pp children. Children to be targeted to achieve improved combined results in reading, writing and maths in KS1 and KS2.
<b>B.</b>	The percentage of PP children achieving the expected standards in reading, writing and maths will increase in order to narrow the gap between PP children at Colley Lane and Pupil Premium children nationally.	At least 60% of PP pupils in KS1 and KS2 achieve age related outcomes in reading, writing and maths at the end of the year.
<b>C.</b>	All PP pupils to access enrichment activities and increase engagement and access to the wider curriculum.	Increased engagement leads to a better attitude to learning and the demonstration of the ASPIRE behaviours. This will be measured by observation, pupil voice and parental feedback.
<b>D.</b>	Attendance improves and children are in school regularly.	Attainment of PP children improves as a result of improved attendance. Close the current gap of 1.9% with peers

#### 4 Action plan 2019-20

Academic year		2019/20			
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 & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
<p>At least 60% of PP pupils in KS1 and KS2 achieve age related outcomes in reading, writing and maths.</p> <p>Pupils eligible for PP make at least expected progress in reading, writing and maths in KS1 and 2.</p> <p>Ensure PP pass rate for the phonics screening check is in line with peers.</p>	<p>Continue to advance the quality of reading teaching within school by embedding the "reading dogs", developing a love of reading and increasing the focus on 1:1 reading for PP pupils across all year groups.</p> <p>Teaching English as a continuous subject where reading and writing skills are transferred between each other and across the curriculum.</p> <p>Develop the quality of phonics teaching in school via involvement with the English Hub and providing Letters and Sounds INSET.</p> <p>Continue to advance the quality of maths teaching in school by embedding and enhancing the CPA approach and further upskilling all teaching staff.</p>	<p>Data for previous years has identified that gaps still exist between the attainment and progress of PP pupils and their peers.</p> <p>Improving Quality First Teach in the classroom is a key part of the strategy to improve the performance of disadvantaged pupils. This is based on research by the Sutton Trust which identified that disadvantaged pupils will gain more from high quality teaching than their peers who have other advantages and support outside of school which can compensate for poor teaching. This strategy should show improving results over time.</p> <p>Reading is a focus in school and underpins learning across the curriculum.</p>	<p>SLT to monitor reading practice throughout the school, including regularly reviewing 1:1 reading, other initiatives and the use of intervention groups.</p> <p>Training to be given to staff on CPA Maths approach and associated initiatives. Maths lead to support teaching within class by working alongside teachers and TAs. SLT to monitor via learning walks.</p> <p>Pupil progress meeting to take place termly.</p> <p>Effective tracking and monitoring. Termly progress meetings. Common termly tests across the Trust (NTS) in order to benchmark performance.</p> <p>Analysis of phonics assessments to ensure PP pupils are on track to pass the phonics screening check and provide support where needed.</p>	<p>SLT and English lead</p> <p>SLT and Maths lead.</p> <p>SLT</p> <p>SLT</p> <p>SLT &amp; Phonics lead.</p>	<p>Jan 2020</p> <p>Jan 2020</p> <p>Termly</p> <p>Termly</p> <p>Half termly</p>
<b>Total budgeted cost</b>					<b>£80,000</b>

<b>ii. Barriers to Learning</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To improve the behaviour and engagement of PP pupils in school.	<p>Training for teaching staff to continue to improve behaviour management strategies.</p> <p>Implementation of a whole school approach and collective responsibility for all pupils.</p> <p>The provision of a behaviour support team to work with staff and specific pupils to ensure they are in class and learning.</p> <p>Provision of a lunch club for pupils who find lunch times challenging and need the support of a nurturing environment.</p> <p>The pastoral team work closely with parents and provide parenting classes and advice as needed.</p>	<p>Children who are disruptive in class will not be engaged and will restrict the learning of others. Addressing these issues via the expertise of the pastoral team will improve the learning for all.</p> <p>Engagement with school is crucial so that all families understand the importance of education and are able to access the support available. The EEF Toolkit suggests that "Social and Emotional learning have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average)."</p>	<p>Monitoring incidents and feedback from teachers will enable the new strategies to be evaluated for effectiveness.</p> <p>Termly pupil progress meetings and day to day observations will enable information to be collected and evaluated by SLT.</p> <p>Records of significant behavioural issues are recorded and monitored by SLT.</p>	<p><b>SLT</b></p> <p><b>SLT</b></p> <p><b>SLT</b></p>	<p>Termly</p> <p>Termly</p> <p>Termly</p>
Overcoming barriers to learning so PP SEN pupils can make at least similar progress to their peers wherever possible.	<p>Ensure PP pupils with potential SEN needs are identified promptly.</p> <p>Allocate named timetables support to ensure needs are met and provide any identified training for staff.</p> <p>Professional counselling support.</p>	<p>Compliance with the SEN Code of Practise makes this compulsory. However, the needs to provide high quality, effective interventions for pupils who may be less likely to receive additional help at home should be given priority.</p>	<p>The impact of SEN support to pupils should show through progress data and the achievement of targets set for individual pupils.</p> <p>Pupil progress meeting and reviews of SEN provision across schools.</p>	<p>SLT &amp; SENCo</p>	<p>Termly</p>
Close the current attendance gap of 1.9% with peers	<p>Attendance officer in school who works closely with parents to address attendance matters.</p> <p>Specialist support from EAS.</p>	<p>Attainment of PP children improves as a result of improved attendance. Sutton Trust and the teacher toolkit identifies parental engagement as having a moderate impact in this context.</p> <p>Impact of the Attendance Team is evident and improvement in attendance over the last year.</p>	<p>Weekly reviews of attendance by Assistant Head.</p> <p>Close the current gap of 1.9% with peers</p>	<p>AHT</p> <p>SLT</p>	<p>Weekly</p> <p>Termly</p>

Maintain the performance of PP EAL pupils relative to their peers to ensure no gaps emerge.  Ensure good practise in this area is applied elsewhere (high level of regular 1:1 reading).	PP EAL pupils receive additional support in class across the school during English lessons and extra reading and targeted interventions, including pre-teaching of vocabulary, as required.	Developing language skills is crucial to all aspects of the curriculum. The expansion of vocabulary in younger children has been shown to be a key indicator of performance later on in school life.	Monitor PP EAL performance across school to ensure gaps with peers do not emerge.  Review EAL support and disseminate good practice.	SLT  SLT	Termly  Termly
<b>Total budgeted cost</b>					<b>£150,000</b>
<b>iii. Specific Support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review</b>
Children take part in extra-curricular activities and feel included in all aspects of school life	Financial assistance for trips/residential uniform/extra-curricular clubs e.g. sports, music lessons & Saturday Art Club.	The EEF shows the impact of arts participation on academic learning appears to be positive. Improved outcomes have been identified in English, mathematics and science learning. Benefits have also been found in both primary and secondary schools, though on average greater effects have been identified for younger learner	Reviews will be take place after 6 months and 12 months. This will include qualitative data, including parent feedback and pupil voice.	SLT	February 2020
Improve SATS results for PP children.	Provide Easter SATS revision sessions for PP children.	This is aimed to provide tailored support for PP children as they approach SATS. This is offered by qualified school staff to meet the needs of individual pupils and enable them to maximize their potential in the tests.	Sessions will be provided by experienced staff and the achievement of pupils attending reviewed by SLT.	SLT	July 2020
Increase health and well-being.  Provide opportunities for sport, physical activity and competition	Employ a sports teacher and utilise specialist TAs for after school clubs.	The overall impact of sports participation on academic achievement tends to be positive but the benefits on health, well-being and self-esteem are evident.	PE coordinator to review participation/engagement rates and report it to SLT on a termly basis.	SLT & PE coordinator	Termly
<b>Total budgeted cost</b>					<b>£10,000</b>
<b>Overall Total Budgeted Cost</b>					<b>£240,000</b>

## 5. Review of 2018/19

Initiative	Amount	Impact
<p><b>QUALITY FIRST TEACH:</b> Improving Quality First Teach in the classroom is a key part of the strategy to improve the performance of disadvantaged pupils. This is based on research by the Sutton Trust which identified that disadvantaged pupils will gain more from high quality teaching than their peers who have other advantages and support outside of school which can compensate for poor teaching. This strategy should show improving results over time.</p>		
Quality first teach in English	£50,085 For release time for English leads, staff training time and resources.	In KS2 <b>56%</b> of PP eligible pupils achieved ARE+ in reading compared to <b>53%</b> in 2017/18. Writing was <b>59%</b> and <b>71%</b> respectively. In KS1 <b>47%</b> of PP eligible pupils achieved ARE+ in reading compared to <b>64%</b> in 2017/18. Writing was <b>41%</b> and <b>56%</b> respectively. There is no data available yet for the progress or performance of pupil premium children nationally. ( <i>Excluding SEN pupils the KS2 results for ARE+ reading is 65% and writing is 70%</i> ).
Quality first teach in Maths	£30,895 For release time for Maths leads, staff training time and resources.	In KS2 <b>65%</b> of PP eligible pupils achieved ARE+ compared to <b>59%</b> in 2017/18. In KS1 <b>41%</b> of PP eligible pupils achieved ARE+ compared to <b>60%</b> in 2017/18. There is no data available yet for the performance of pupil premium children nationally. (Excluding SEN pupils the KS2 results for ARE+ is 78%).
<p><b>BARRIERS TO LEARNING:</b> At the start of 2018/19 staff were asked to identify the key barriers to learning for disadvantaged pupils. Some pupils were identified as having multiple barriers to learning, whilst others had none. The key barriers identified were behaviour, SEN, attendance and EAL.</p>		
Behaviour	£21,380 For a Behaviour Support Assistant, lunch clubs and staff training.	The support in this area can be assessed when teachers review the barriers to learning for their cohorts. The support given links in with Quality First Teach by improving teachers' behaviour management skills in the classroom and also providing a framework to address individual issues. This benefits the child involved and other pupils in that class.
Special Educational Needs (SEN)	£87,398 For interventions, targeted classroom support and a relevant proportion of external agency support.	The impact of SEN support to pupils should show through progress data and the achievement of targets set for individual pupils. Overcoming these barriers to learning has been a key priority in school. The benefit of this high level support will hopefully be seen in the long term.
Attendance	£10,933 Attendance team and EAS.	Attendance has improved and the gap between PP pupils and their peers is now 1.9% for persistent absence. Ensuring that pupils' punctuality and attendance is maintained will enable them to make maximum progress in school.
English as an Additional Language (EAL)	£36,000 Cost of EAL support staff and associated costs within school.	The attainment of EAL pupils clearly demonstrates the impact that the system for supporting EAL pupils has in school. This is now less likely to be identified as a barrier to learning for pupil premium children in school. EAL disadvantaged pupils have achieved at least as well as disadvantaged pupils who are not EAL in all subjects ( <i>based on % achieving ARE+</i> ).
<b>SPECIFIC SUPPORT</b>	£6,200	The impact of these specific areas of support cannot be measured in performance data but in the qualitative feedback of pupils, teachers and parents. Pupils have been able to widen their experiences via access to school trips, enrichment activities, Saturday clubs and additional support where required on an individual basis.
<b>TOTAL</b>	£242,891	<i>Exceeded allocation of £239k</i>