

Pupil Premium Grant Expenditure Report

Number of Pupils and Pupil Premium Grant (PPG)	
Total number pupils on roll (excluding F1)	186 (January 2018 Census)
Total number of pupils eligible for PPG (FSM + 6Ever)	83 (January 2018 Census) 45%
Amount PPG received per pupil	£1,320
Total Amount of PPG	£109,560
Next review of this strategy	January 2019 – Internal Review to be led by CoG

Context of the School
<p>Coleridge Primary School is a one form entry school in Rotherham offering full-time education from F2. We also offer part-time education for F1 children. Our catchment area in Eastwood, Rotherham, falls into the top 1% of most deprived areas in the country, meaning our percentage of children accessing pupil premium funding is significantly above national averages. As a staff, we have high aspirations and ambitions for our children and we believe that every child should achieve beyond their current potential. No child should be left behind. We passionately believe that any one of us is capable of anything we set our mind to! We give our children the message that if you want something enough, you can achieve it; your passion and thirst for knowledge, and your dedication and commitment to learning make the difference between achieving your dreams and achieving beyond your wildest dreams. We are determined to ensure that our children are given every chance to do this.</p>
Background and Context of PPG
<p>PPG was introduced for pupils eligible for free school meals (FSM) at any point over the last six years with the intention of closing the attainment gap between disadvantaged and non-disadvantaged children. This is at a rate of £1,320 per child 2018/2019.</p> <p>There are no guidelines on how this money can be spent, although performance tables now contain information about the impact schools have made on diminishing differences between pupil premium children and others.</p> <p>Schools must evidence strategies in place to raise the attainment of FSM pupils and what the associated costs are alongside attainment and progress figures for this group of children.</p> <p>Coleridge Primary has worked closely with the Pupil Premium researcher and author of 'A Practical Guide to the Pupil Premium' Marc Rowland to assess a range of strategies used to improve outcomes for children. During his rigorous review of the school, he helped us identify ways of improving attainment based on effectiveness and value for money.</p>

Since 2012 we have been required to publish details of our PPG on our website, which must include:

- The amount of the school's allocation
- Details of how it is intended to be spent
- Details of how the previous years allocation was spent
- The effect of the expenditure on the attainment of the pupils the grant was intended for

This should be an overall breakdown of funding and how effective it has proved.

Rationale & Key Principles of PPG

Key Principles

Building Belief

We will provide a culture where:

- staff believe in ALL children
- staff have belief in themselves
- staff promote a love of learning.
- staff adopt a "solution-focused" approach to overcoming barriers
- staff support children to develop "growth mindsets" towards learning

Improving Teaching and Learning

We believe that the best way to improve outcomes for all our pupils is through high quality CPD which impacts positively on classroom practice. We facilitate this by:

- having a focussed, rigorous QA system which informs CPD
- CPD focussed staff meetings which include support staff
- Weekly Teaching and Learning Briefings
- setting high expectations
- NQT/trainee support programmes and training plans
- Sharing good practice through staff observing one another
- Facilitating phase PPA time for teachers so more experienced staff can support our less experienced staff and trainees
- Ensuring support is given to teachers who need to improve their practice and expertise
- Improve assessment through joint levelling and moderation within the school and the wider Rotherham Hub

Analysing Data

- All our leaders analyse assessment data for their subject area and set subsequent action plans for improvement/to raise attainment further
- All staff are involved in the analysis of data and attend half termly pupil progress meetings so that they are fully aware of strengths and weaknesses in their year group and across the school
- We use current research to support us in determining the strategies that will be most effective to improve our practice and continually to raise attainment through improved provision. For example, this year we have used research from Maths TRG's to implement Maths Mash ups alongside the blocks of work to consolidate children's understanding of basic skills.

Identification of Pupils

We ensure that:

- ALL teaching staff and support staff are involved in analysis of data and identification of pupils who need support
- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if..."

Increasing learning time

We maximise the time children have to "catch up" through:

- Improving attendance and punctuality
- Providing early intervention (from EYFS onwards)
- Extended learning out of school hours
- Early mornings and after school booster sessions

Individualising support

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Using teachers to provide high quality interventions across their phases
- Matching the skills of the teachers and support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Providing a growing body of support for parents

- Tailoring interventions to the needs of the child (e.g. Targeted maths revision sessions in the afternoons for children who struggle in the main lesson)
- Recognising and building on children's strengths to further boost confidence

Barriers to Future Attainment

In-School Barriers (issues to be addressed in school)

Limited oral language and communication skills for many of our children entering school, including pupil premium children. This impacts on Reading, Writing and Maths progress in subsequent years.

Lack of parental support with Reading at home slows progress in subsequent years.

Social communication and behavioural difficulties for a small group of children across KS2 (mostly eligible for PP) are having detrimental effect on their academic progress.

Lack of resilience and failing concentration throughout the day due to poor nutrition attributed to many children not having breakfast.

External Barriers (issues which require action outside of school)

Lower attendance and punctuality rates for pupils eligible for PP. This reduces their school hours and/or prevents them accessing the start of the lessons to fall behind on average.

High number of disadvantaged pupils identified as PA (2017 – 2018)

Lack of meaningful experiences outside of school which impact on aspiration and ambition for future educational choices.

Limited parental interactions impact on language development in its earliest stages.

Funding Priorities 2018-19

This year our aim is to further increase the percentage of good and outstanding teaching across the school whilst further developing highly skilled leadership at all levels. The school and leadership team has been restructured to facilitate this. QA focused, research-based CPD will be at the heart of what we do.

We also want to raise standards across the curriculum, by enthusing children to become avid learners, especially in reading. We plan to introduce Novel Study and Whole Class Reading to increase children's motivation and engagement and subsequently raise standards. We aim to cater for the whole child whilst continuing our high attainment and excellent progress measures. We aim to further challenge our children in their learning so that they move from their learning comfort zone to their learning stretch zone.

We are determined to ensure that the percentage of children working at and above age related expectations increases within all year groups. High quality CPD which teachers not only access but

implement will be essential and alongside this supportive coaching and mentoring to enable all teachers to deliver good or better sessions.

Objectives

To:

1. Ensure the basic needs of our children are met so that they are able to access learning and experience personal success eg Maslow's physiological aspects within the hierarchy of needs.
 2. Ensure children attend school regularly and punctually (in line with the school target) and that no child becomes PA
 3. Enable children to have high self-esteem, self-confidence and ambition
 4. Enable children to access school provision in its widest sense eg creative and sporting activities
 5. Provide children with effective feedback so that this helps them gain a clear understanding of what they need to do in order to improve
 6. Involve parents in supporting their children's learning
 7. Provide children with collaborative learning opportunities eg group intervention support
 8. Provide children with a confident and skilled staff
 9. Support children to make at least good progress so that they are high attaining
 10. To accelerate the progress made in reading, writing and maths for identified groups of pupils
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1. To diminish differences between all groups of learners
 2. Provide children with first hand experiences to use as meaningful starting points for learning eg visits and visitors
 3. To reduce the language deficit experienced by our children to ensure that this does not limit their educational opportunities and achievement.