

## Coleridge Pupil premium strategy statement

The government introduced Pupil Premium with the aim of increasing social mobility, reducing the attainment gap between the highest and lowest achieving pupils nationally and enabling more pupils from disadvantaged backgrounds to attend university.

Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Pupil Premium is additional funding received by schools for each pupil from disadvantaged families or background. The funding brings in £1345 per pupil. It is allocated to schools, based on the number of children who are known to have been eligible for free school meals at any point in the last six years. This is one of the government's key educational policies. It is based on the findings that show that, as a group, children who have been eligible for free school meals at any point in time, have consistently lower attainment than those who have never been eligible. It also includes children who have been looked after continuously for more than six months and children where a parent serves in the armed forces.

Levels of deprivation at Coleridge Primary are significantly higher than nationally and the proportion of Pupil Premium children at 52% is well above the National figure of 25%. Furthermore, a significant proportion of other children are just above the threshold or unable to apply for free school meals. Even if a pupil does not have a school dinner, it is vital for a school to know if they are entitled to a free school meal.

Schools are free to determine how they spend this funding but are obliged to publish information about how the money is spent.

We have worked hard to ensure that the maximum number of pupils benefit from this funding.

### **Pupil Premium Funding 2019-20**

Total number of Primary pupils on roll	186 (excluding F1)
Total number of pupils eligible for PPG	82
Amount of PPG received per pupil	£1320
Total amount of PPG received	£108,204

### **Number of Pupils and Pupil Premium Grant (PPG)**

**Taken from School Secure Site Sept 2019**

### **Expenditure of Pupil Premium Funding 2019-20**

High ratio of staff in order to facilitate smaller group work and quality first teaching across school  
Subsidising costs for Breakfast and After School club.

Full-time pastoral Lead to develop family attendance, learning and well-being support

Additional resources in order to maximise progress and attainment of all identified pupils.

Opportunities for all Year 6, Year 5 and Year 4 pupils to experience a residential trip away from home. In addition, access to day trips for all other year groups will be subsidised in order to improve life experiences.

Provided breakfast and after school sports provision for targeted pupils- school and Live and Learn

### **How Impact will be measured?**

The school will evaluate the impact on each pupil from termly Teacher Assessment. This will be recorded and discussed as part of our Termly Pupil Progress meetings, the results of which will be fed in the following term's Intervention provision.

We will measure progress and attainment in reading, writing and maths as a result of intervention and additional support.

Outcomes- Gap between progress scores at KS2 are below 1.0 in maths.

Gap between progress scores at KS2 are above 7.0 in

Rapid progress from starting points

Engagement with Family Support increasing- Increasing numbers of EHAs open Autumn 2019 to July 2020

### **2018-19 Data Impact (No 2019-20 due to Covid-19)**

EYFS Attainment- 2019- Good Level of Development- 62%

PP- 33%, Non-PP - 82%

Y1 Phonics- 2019 - 63%

PP- 50%, Non-PP- 70%

KS1 Attainment- 2019

Reading- PP-36% Non-PP- 72%

Writing- PP-27% Non-PP- 72%

Maths- PP-45% Non-PP- 72%

KS2 Attainment- 2019

Combined 64%

Combined PP (R,W,M) 50%

Combined Non-PP (R,W,M) 80%

Reading- PP- 50 % Non-PP- 80%

Writing- PP- 50 % Non-PP- 80%

Maths- PP- 50% Non-PP- 80%

1. Summary information							
School	Coleridge Primary School						
Academic Year	2020/21	Total PP budget	£135,845 + 12,415 = £148,260		Date of most recent PP Review	February 2020	
Total number of Primary pupils	191	Number of pupils eligible for PP	101	Forever 6 (£955)	13	Date for next internal review of this strategy	February 2021

2. Current attainment (2018/19) No updated Data for 2019-20 due to Covid-19		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% of pupils achieving the expected standard in reading, writing and maths	50%	80%
reading progress score	+5.76	-1.61
writing progress score	+5.09	+1.59
maths progress score	+5.26	+4.38

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Baseline entry scores are well below age related
B.	Historically poor attainment for PP children with comorbidity
C.	Reading fluently and children historically been taught phonics poorly.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	COVID19 means loss of learning will only enhance the gap between disadvantage and others

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Diminish any differences between PP pupils and Other Pupils	The gap between progress scores are below 1.0
B.	Improve and/or consolidate the rate of progress for eligible children	Rapid progress made from low starting points
C.	Increase the percentage of PP children passing the phonic screener.	Increase the number of families (pupils) who engage with phonics learning. Rapid progress in children's phonic ability – see RWI folder

**5. 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. All children have access to quality first teaching.**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and 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>
Diminish any differences between PP pupils and Other Pupils	<ul style="list-style-type: none"> <li>- IT to champion Pupil Premium</li> <li>- High ratio of staff will ensure quality first teaching across the School</li> </ul>	We are keen to ensure there are no in school or external gaps. TAs and additional teachers can be effectively used to ensure progress and attainment	<ul style="list-style-type: none"> <li>- Pupil Premium attainment</li> <li>- Standards Meetings- termly intervention monitoring</li> </ul>	IT Governors	February 2021
Deliver a catch-up curriculum that supports all PP children and addresses objectives that were missed	<ul style="list-style-type: none"> <li>- Develop catch up curriculum that is intensive and time limited.</li> <li>- High ratio of staff will ensure quality first teaching across the School</li> </ul>	We are keen to ensure that all pupils that missed areas of the curriculum have the opportunity to be taught these sessions and ensure progress and attainment increase during a short time scale	<ul style="list-style-type: none"> <li>- Pupil Premium attainment</li> <li>- Standards Meetings- termly intervention monitoring</li> </ul>	IT Governors	February 2021
Improve and/or consolidate the rate of progress for eligible children	<ul style="list-style-type: none"> <li>- High ratio of teaching staff will ensure quality first teaching across the School</li> </ul>	We are keen to ensure there are no in school or external gaps. TAs and additional teachers can be effectively used to ensure progress and attainment	<ul style="list-style-type: none"> <li>- Standards Meetings- termly Intervention monitoring</li> </ul>	IT Governors	February 2021
<b>Total budgeted cost</b>					£46105

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and 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>
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Diminish any differences between PP pupils and Other Pupils	<ul style="list-style-type: none"> <li>- IT to champion Pupil Premium</li> <li>- High ratio of staff will ensure quality first teaching across the School</li> </ul>	We want to invest PPG in ensuring that our pupils have a greater number of opportunities for small group work with teachers to focus on specific areas Feedback and AfL is well documented by EEF as having significant impact.	<ul style="list-style-type: none"> <li>- Improved leadership and accountability for PPG</li> <li>- Increased number of % on track and above in end of year assessments</li> <li>- Interventions monitored half termly</li> </ul>	IT Class teachers	Half termly February 2021
Improve and/or consolidate the rate of progress for eligible children	<ul style="list-style-type: none"> <li>- High ratio of teaching staff will ensure quality first teaching across the School</li> </ul>	Target support to individuals or groups of children to catch up. This is a methodology which ensures that teaching is provided by experienced teachers and has been recognised as effective practice externally and internally	<ul style="list-style-type: none"> <li>- IT to review interventions and half termly progress for identified pupils</li> </ul>	IT Class teachers	February 2021
High quality interventions to be purchased to support children's gaps and give structure to sessions.	<ul style="list-style-type: none"> <li>- Maths Mastery intervention.</li> <li>- TT Rockstars.</li> <li>- RWI 1:1 intervention.</li> </ul>	Targeted interventions that are structured and supportive of children's learning to diminish differences between attainment of PP and other children.	<ul style="list-style-type: none"> <li>- IT to observe and review quality of interventions.</li> <li>- IT and CT to monitor impact of interventions.</li> </ul>	IT Class teachers	Half termly
<b>Total budgeted cost</b>					Total £91,334
1 Additional Full time teachers in Year 6 TA's in all classes to enhance PP understanding and deliver interventions					
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and 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>
Improve and/or consolidate the rate of progress for eligible children by increasing the attendance of all pupils.	Pastoral Lead will develop family attendance, learning and well-being support	Attendance can be due to environmental factors affecting a child's health and well-being	<ul style="list-style-type: none"> <li>- Monitor absence weekly</li> <li>- Monthly trust attendance meeting</li> <li>- Weekly attendance assembly</li> <li>- Half-termly awards linked to exercise</li> </ul>	HT KS	Termly
Increase the opportunity for children to attend residential visits	To ensure any pupils in Year 4, 5 and 6 can attend residential visits by subsidising these	Subsidise the increasing cost of these to ensure access for all as a result of the Governments welfare reforms	Monitor the number of children attending these	IT/JS	July 2021
Increased involvement in sports and targeted motor skill development increasing fitness and	Provide breakfast and after school sports provision for targeted pupils	Though the impact of sports provision is thought to be low by the EEF we feel the school's ethos is built on team and individual learning behaviour skills that enable pupils to access learning	Monitor number of pupil participation in sports	Sports lead/Clubs lead	July 2021

participation levels across school					
Develop and foster a love of reading in EYFS by using Imagination Library scheme	Ensure that all children have access to high quality texts from a range of authors.	Data shows reading is an area to develop. By promoting a love of reading with children in F1 and working with parents through workshops will highlight how to foster a love of reading.	<ul style="list-style-type: none"> <li>- Monitor number of children accessing IL.</li> <li>- Monitor number of parents engaging in workshops.</li> </ul>	IT/AW	Monthly
To increase the percentage of children passing the phonics screener by using RWI approach and purchasing decodable books	RWI to take place daily alongside 10-minute speed sound catch up sessions to diminish differences and cover sounds missed due to the school closure.	Data shows a downward trend in phonics scores (TA for 2019/20 showed an improving picture) for the past 4 years. Therefore, we will be purchasing more decodable books for children to read at home alongside 1:1 intervention in an afternoon to diminish differences.	<ul style="list-style-type: none"> <li>- 6-8 weekly assessments</li> <li>- Groups to be realigned in ability order</li> <li>- Monitoring of 1:1 intervention.</li> <li>- Reading records checked routinely by staff.</li> </ul>	IT/KM/JB	February 2021
To ensure basic needs of all families are met and that food parcels are distributed to most vulnerable families weekly/	Pastoral team to work with families to met basic needs relating to food but also providing long-term solutions	Using lever 2 – community of Barry Carpenters work to ensure we are meeting the basic needs of our community. Maslow before Blooms states that barriers such as hunger needs to be addressed before children can focus on learning.	<ul style="list-style-type: none"> <li>- Track families routinely using food banks.</li> <li>- Increase referrals to food banks from REMA and Hope Church.</li> </ul>	IT/LF	Weekly
<b>Total budgeted cost</b>					Cost of subsidising residential visits Estimated at £2000 After school clubs estimate - £3500 Breakfast club - £4491 Sports for breakfast club - £1443 Foodbanks - £800 Imagination Library - £500 RWI - £800 Total £
<b>Total budgeted cost</b>					<b>£13,534</b>

6. Review of expenditure				
Previous Academic Year		2019/20		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Diminish any differences between PP pupils and Other Pupils	<p>To teach English, Maths &amp; Guided Reading in smaller groups in key year groups to ensure good progress/outcomes based on prior attainment.</p> <p>Smaller groups to raise attainment for all children with particular regard to vulnerable groups as identified on the Electronic Mapping Attainment Grids (EMAGs)</p> <p>To identify children who need additional support in Maths, Reading or Writing and to target through small group intervention sessions</p> <p>SENDCo/Head of Pastoral Care to be non-classed based. Support offered to identified groups of children and families.</p>	<ul style="list-style-type: none"> <li>- No data due to COVID19. However, PP review demonstrated projections of improved outcomes for all PP children.</li> <li>- Again, no data due to COVID19. However, TA data showed a rising profile and projected increases in all key areas.</li> <li>- Intervention have taken place routinely and the gap was narrowing pre - lockdown. Observations show all interventions are being taught effectively.</li> <li>- PP have been a focus during lockdown and all children have either access to online portal or home packs on a weekly basis. All PP children have access learning throughout the lockdown</li> <li>- Adult learning sessions delivered in key year groups. Attendance was as follows: 46% of Y3/4 parents attended MTC workshop. 54% of these parents where PP. 65% of Y1/2 parents attended phonics workshop. 72% of these parents where PP. 77% of Y6 parents attended Y6 workshop. 57%% of these parents where PP.</li> </ul>	<ul style="list-style-type: none"> <li>- Small groups worked in key year groups.</li> <li>- Small groups for phonics and RWI helped children make accelerate progress in phonics.</li> <li>- TA phonics data shows increase in % that would have passed screener</li> <li>- Vulnerable groups where making accelerate progress in reading, writing and maths prior to lockdown.</li> <li>- TA data showed an increase in % of children achieving EXS and GDS in KS1 and KS2.</li> <li>- Mastery approach impacting</li> <li>- New PPM format help identifies clear children needing intervention linked to current attainment and prior attainment.</li> <li>- Head of pastoral care needs to be out of class to support children's mental wellbeing.</li> <li>- SENCO across 3 schools wasn't effective. Employed SENCO to work at Coleridge for 3 days a week and non-classed based.</li> </ul>	£78935
ii. Targeted support				

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Diminish any differences between PP pupils and Other Pupils</p>	<p>To provide staff with the skills and expertise to improve provision and outcomes for all children</p> <p>All members of staff have the necessary skills and expertise to provide effective interventions for identified groups/individual children.</p> <p>CPD (internal and external) ensures that all members of staff are able to provide quality first teaching with increasing percentages of outstanding teaching.</p>	<ul style="list-style-type: none"> <li>- 100% of RWI lessons delivered by staff are good or better.</li> <li>- Teaching profile now has all lessons being taught to a high-standard and quality first teaching is taking place daily.</li> <li>- CPD linked to misconceptions in English and Maths has been addressed and feedback from staff shows increased confidence. This is reflected through TOAP and lesson observations.</li> <li>- Interventions observations show that these have been taught to a high-standard. PP review and Phonics review both highlighted this.</li> <li>- Data from key areas MTC, Phonics, KS1/KS2 TA assessments show that interventions were increasing percentage of EXS and GDS.</li> </ul>	<ul style="list-style-type: none"> <li>- RWI structured approach supported staff's understanding of teaching and small group work intervention.</li> <li>- CPD linked to skills and knowledge helped developed staff's understanding.</li> <li>- All staff accessed a varied diet of CPD. See CPD checklist in governors report.</li> <li>- All teaching staff are now delivering quality first teaching.</li> <li>- To continue with buddy system of Y5/6 children. Pre-test data showed 65% of children would have achieved full marks.</li> <li>- Mash-ups used to promote multiplication skills.</li> <li>- More structured interventions need to be implemented next year.</li> <li>- TA's are extremely skilled and delivering interventions and class sessions. Therefore, we will purchase more structured interventions with clear teaching structures that TA's can follow.</li> </ul>	<p>£20212</p>
<p>Improve and/or consolidate the rate of progress for eligible children</p>	<p>Resources to be provided for parents in order to support learning at home.</p> <p>Provide extensive supports for parents.</p>	<ul style="list-style-type: none"> <li>- Pupils making accelerated progress prior to lockdown.</li> <li>- 46% of Y3/4 parents attended MTC workshop. Only 54% of these parents where PP.</li> <li>- 65% of Y1/2 parents attended phonics workshop. 72% of these parents where PP.</li> <li>- 77% of Y6 parents attended Y6 workshop. 57% of these parents where PP.</li> </ul>	<ul style="list-style-type: none"> <li>- Home packs worked effectively for Y6 children.</li> <li>- Multiplication packs for Y3/4 children also worked effectively.</li> <li>- However, many families have benefitted from home learning approach since lockdown.</li> <li>- Blended learning of Multiplication and key concepts in maths to be trialled on the portal.</li> </ul>	
<b>Total budgeted cost</b>				<p>£99146</p>
<p><b>iii. Other approaches</b></p>				



Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve and/or consolidate the rate of progress for eligible children by improving attendance	<ul style="list-style-type: none"> <li>- To ensure children's basic needs are met so they are ready to learn</li> <li>- To improve punctuality rates</li> <li>- To raise children's self esteem</li> <li>- To provide opportunities to socialise</li> </ul>	<ul style="list-style-type: none"> <li>- % of children attending breakfast club increased by 11%</li> <li>- Lates decreased to 1.4%</li> <li>- PA decreased to 6.1% from 10%</li> <li>- Whole school attendance increased from 95.8% to 97.3%</li> <li>- Pupil Premium attendance rose from 94.3% to 96.8%</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to work on attendance to ensure pupils are in school ready to learn and address any support needed.</li> <li>- Continue with weekly attendance assemblies and 100% crew half-termly rewards.</li> <li>- Continue to work across the trust to improve provision.</li> <li>- Work with Instill attendance officers from next year to support vulnerable families.</li> </ul>	£766
Increase the opportunity for children to attend residential visits	To reduce pressure of affording school visits, ensure that children attend on visit days and access experiences which will enhance their cultural knowledge.	<ul style="list-style-type: none"> <li>- Increased number of pupils participating in out of school opportunities and experiences.</li> <li>- All trips subsidised by PPG.</li> <li>- All spaces for Y4/5/6 residential full.</li> <li>- 76% of attendees where PP children paid a significantly reduced amount.</li> </ul>	<ul style="list-style-type: none"> <li>- Valuing whole pupil and life experiences.</li> <li>- Preparing for life.</li> <li>- Continue to subsidise, however, this may look slightly different due to COVID 19.</li> <li>- All trips to be heavily subsidised and continue to increase cultural capital.</li> </ul>	£2103
Increased involvement in sports and targeted motor skill development increasing fitness and participation levels across school	<ul style="list-style-type: none"> <li>- To raise children's self-esteem and confidence</li> <li>- To provide opportunities to socialise</li> <li>- To increase involvement in wider outcomes</li> <li>- To support parents in learning alongside their children</li> </ul>	<ul style="list-style-type: none"> <li>- % of children attending PPG increased by 5%.</li> <li>- The variety of clubs that the children have the opportunity to access has increased.</li> <li>- 89% of parents said they agree or strongly agree that the quality of clubs is good.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to run breakfast club sports club in a morning.</li> <li>- Continue with structures clubs after school. Ensure that a wide variety of clubs are available/</li> <li>- Staff to run book, Art and film clubs after school in bubbles so children can access clubs led by teachers or HLTAs.</li> <li>- Ensure that clubs run safely and government guidance is followed. This may affect percentage of attendance.</li> <li>- No family clubs to be run until at least December.</li> </ul>	£5146

<p>Access to Imagination Library and recommend novels in all year groups so all children have access to age-appropriate high quality books.</p>	<p>To ensure that children access quality novels at home on a regular basis</p>	<ul style="list-style-type: none"> <li>- 66% of F1 children access imagination library.</li> <li>- All parents that accessed the IL accessed at least one parent workshop linked to the texts.</li> <li>- 12 novels accessed throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>- Improving the breadth of novels children are exposed to over the year. The imagination Library will enhance children's reading at the earliest stage of their school life.</li> <li>- Increase percentage sign up in F1 by 20%</li> <li>- Use transition packs and welcome mornings to increase sign up.</li> <li>- Develop activities to be placed on the portal so blended learning around books can take place.</li> </ul>	<p>£219</p>
<p>Access fairshare to ensure parents can access foodbanks on a weekly basis.</p>	<ul style="list-style-type: none"> <li>- To ensure all our children and parents can provide a balanced diet for children.</li> <li>- Improve children's concentration as they will be well fed and alert for learning.</li> </ul>	<ul style="list-style-type: none"> <li>- More parents feel confident in the school. 94% said they'd recommend us to another family in June 20.</li> <li>- 45 families accessed food parcels throughout lockdown.</li> <li>- Increase in PP by 13 children since foodbank introduction.</li> <li>- Meeting the needs of families vulnerable that aren't eligible for FSM.</li> </ul>	<ul style="list-style-type: none"> <li>- Parent's involvement increases due to support of food parcels.</li> <li>- Children are more focussed in lessons.</li> <li>- Continuation of food bank next year. However, we will pay for service during the holidays to support all families.</li> <li>- Work with REMA and Hope Church to look at other referrals to support sustainable change for families.</li> </ul>	<p>£800</p>
<p>High-quality music lessons are delivered to Y3/4 children and they are exposed to different instruments to inspire a passion for music.</p>	<ul style="list-style-type: none"> <li>- To introduce children to a wide variety of instruments.</li> <li>- Inspire children to start practicing musical instruments out of school.</li> <li>- Children to increase in confidence and perform musical concerts to parents and peers.</li> </ul>	<ul style="list-style-type: none"> <li>- Children all developed confidence in their musical ability.</li> <li>- 97% of children said they feel happier after music sessions.</li> <li>- All Y4 children kept the recorder at the end of the year to promote a love of learning of the instrument.</li> <li>- 63% of parents attended children music recital concert.</li> </ul>	<ul style="list-style-type: none"> <li>- Children have become more confident in playing and knowing about musical instruments.</li> <li>- Children aspire to learn new instruments.</li> <li>- 5 children have purchased ukuleles since lessons began.</li> <li>- Children to perform with confidence and skills to an audience.</li> <li>- Continuation of music service into next year.</li> <li>- School to continue purchasing recorders for children to keep.</li> <li>- School to purchase more musical instruments to support class teacher sessions.</li> </ul>	<p>£2640</p>

**Total budgeted cost**

£11,674

**7. Additional detail**

Leadership Team monitoring pupil premium ongoing  
School continues to employ a pastoral lead who supports vulnerable families.  
Our full strategy document can be found online at: [www.coleridgeprimary.org](http://www.coleridgeprimary.org)