

## 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 48% 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 2020-21

Total number of Primary pupils on roll	194 (excluding F1)
Total number of pupils eligible for PPG	93
Amount of PPG received per pupil	£1345
Total amount of PPG received	£124,412.50

### Number of Pupils and Pupil Premium Grant (PPG) Taken from School Secure Site Sept 2020

### Expenditure of Pupil Premium Funding 2020-21

High ratio of staff in order to facilitate smaller group work and quality first teaching across school

Subsidising costs for After School club.

Full-time pastoral Lead to develop family attendance, learning and well-being support linked to COVID19

Additional resources in order to maximise progress and attainment of all identified pupils.  
Opportunities for all Pupils to access a day trip to the seaside that 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 (linked to COVID)

Engagement with Family Support increasing due to the impact of COVID

### **2020-21 Data Impact (TA data)**

EYFS Attainment- 2021- Good Level of Development- 61%

PP- 64%, Non-PP - 57%

Y1 Phonics- 2021 (TA) - 54%

PP- 57%, Non-PP- 53%

KS1 Attainment- 2021

Reading- PP- 45% Non-PP- 67%

Writing- PP- 50% Non-PP- 67%

Maths- PP- 59% Non-PP- 67%

KS2 Attainment- 2021 – TA

Combined 43%

Combined PP (R,W,M) 44%

Combined Non-PP (R,W,M) 40%

Reading- PP- 50 % Non-PP- 60%

Writing- PP- 50 % Non-PP- 40%

Maths- PP- 56% Non-PP- 40%

### **2020 – 21 Review**

- Continue with high ratio of additional teachers/support- especially in light of Covid19 implications
- Continue to raise the profile of teacher led interventions and quality first teaching.

1. Summary information							
<b>School</b>	Coleridge Primary School						
<b>Academic Year</b>	2021/22	<b>Total PP budget</b>	£124,412.50			<b>Date of most recent PP Review</b>	March 21
<b>Total number of Primary pupils</b>	194	<b>Number of pupils eligible for PP</b>	93	<b>Forever 6 (£955)</b>	0	<b>Date for next internal review of this strategy</b>	Autumn 2022

2. Current attainment (2018/19) No updated Data for 2019-20 and 20-21 due to Covid-19		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
<b>% of pupils achieving the expected standard in reading, writing and maths</b>	50%	80%
<b>reading progress score</b>	+5.76	-1.61
<b>writing progress score</b>	+5.09	+1.59
<b>maths progress score</b>	+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> )	
<b>A.</b>	Baseline entry scores are well below age related
<b>B.</b>	Historically poor attainment for PP children with comorbidity
<b>C.</b>	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> )	
<b>D.</b>	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>
<b>A.</b>	Diminish any differences between PP pupils and Other Pupils	The gap between progress scores are below 1.0
<b>B.</b>	Improve and/or consolidate the rate of progress for eligible children	Rapid progress made from low starting points
<b>C.</b>	Increase the percentage of PP children passing the phonic screener, KS1 and KS2 reading assessments	Increase the number of families (pupils) who engage with phonics learning. Rapid progress in children's phonic ability – see RWI folder 1:1 intervention taking place daily for bottom 20%

## 5. Planned expenditure

**Academic year**

**2021/22**

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. Instil a love of reading throughout school.

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?
To increase the percentage of children passing the phonics screener by using RWI approach and purchasing decodable books and training	- 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.	We have historically had low attainment in phonics, until 2019/20. Therefore, we will be purchasing more decodable books for children to read at home alongside 1:1 intervention in an afternoon to diminish differences. All staff will also access RWI training and have access to their online resources.	- 6-8 weekly assessments - Groups to be realigned in ability order - Monitoring of 1:1 intervention. - Reading records checked routinely by staff.	IT/LK/AW	February 2022
To increase the percentage of children achieving the EXS in reading in KS2	- Target KS2 Pupil Premium children to use Lexia to raise attainment and the profile of reading	Data shows that reading is an area to improve in KS2. We want to increase the percentage of children achieving EXS and GDS by delivering bespoke packages that can be accessed in school and at home on a daily basis.	- Monitoring of assessments on Lexia website. Discuss in Standards meeting - TAs to ensure children accessing Lexia on a daily basis. - Class teachers to meet with parents to ensure Lexia	LK	January 22
Improve and/or consolidate the rate of progress for eligible children	- High ratio of teaching staff will ensure quality first teaching across the School	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	- Standards Meetings- termly Intervention monitoring	IT Governors	February 2022
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.	- Monitor number of children accessing IL. - Monitor number of parents engaging in workshops.	IT/AW	Monthly
Develop and foster a love of reading by purchasing high-quality recommended reads for the children's reading areas in each class.	- CLPE and Pie Corbett books have been identified to use a high-class book that will link to our context and that children can be exposed to.	We are aware of the deprivation in our area and that families struggle to purchase items, such as high-quality books. Therefore, we intend to spend a proportion of the grant on quality texts from a range of authors, linked to our context, that will foster a love of reading.	- Pupil Voice shows that children have a love for a variety of authors and books. - Standards Meeting – termly intervention monitoring.	IT/LK	January 22
<b>Total budgeted cost</b>					£18696

<b>ii. All children have access to quality first teaching.</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>
Diminish any differences between PP pupils and Other Pupils by quality teach first teaching.	<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 2022
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 2022
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> <li>- Lexia</li> <li>- Numbersense</li> <li>- Spelling Shed</li> <li>- Helicopter Stories</li> <li>- Poetry Basket</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
Quality first Maths intervention for children to diminish differences and accelerate progress	<ul style="list-style-type: none"> <li>- First class @ number intervention to focus on Y2/3 children and ensure the PP children keep up with the curriculum</li> </ul>	Targeted intervention on children struggling with the basic skills in maths to increase their knowledge and raise the amount of attainment. Accredited TAs will deliver the intervention in the hope of increasing children's numeracy fluency.	<ul style="list-style-type: none"> <li>- Sandwell assessments highlight progress being made.</li> <li>- Standards meetings- focus on identified next steps</li> </ul>	IT/JS	Half termly
<b>Total budgeted cost</b> 1 Additional Full time teachers in Year 6 TA's in all classes to enhance PP understanding and deliver interventions Additional TAs and Apprentice in EYFS and KS1 Cost of interventions TA time to deliver intervention					Total £96,619

### 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?
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>	IT 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 residential visits.	IT/JS/LK	July 2021
Increased involvement in sports and targeted motor skill development increasing fitness and participation levels across school	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
Increase cultural capital by children accessing high-quality music sessions with a qualified music teaching	Children to access music lessons on a weekly basis and to also receive an instrument to practice at home with.	Our children aren't exposed to Music lessons at home; therefore, it is the skills responsibility to harness a love of music and to help support children's mental health.	<ul style="list-style-type: none"> <li>- Pupil Voice highlight children enjoy and remember more in music sessions.</li> <li>- Children talk confidently about music sessions.</li> <li>- QA highlights quality first teaching.</li> <li>- Children perform to parents to promote a confidence in music.</li> </ul>	IT/JS/LK	Weekly
Expose children to a variety of events that would increase children to a wide range of the Arts	<ul style="list-style-type: none"> <li>- Pantomime company</li> <li>- 50 things before your 6</li> <li>- Book Week – linked to Shakespeare</li> <li>- Whole School London trip – linked to British Museum</li> <li>- Visit to House of Commons.</li> <li>- Workshops with REMA.</li> </ul>	As we have high-levels of deprivation, our children don't have access to the experiences other children do. Therefore, it's hard for them to draw upon these experiences in other areas of the curriculum. Therefore, we will use the grant to subsidise these wider experiences for our children	<ul style="list-style-type: none"> <li>- Ensure Personal Development Calendar is followed with fidelity.</li> <li>- Ensure Subject Leaders plan a curriculum offering these experiences.</li> <li>- Continue to gather information to achieve the Arts Mark.</li> </ul>	IT/LK/JS	Termly
To ensure basic needs of all families are met and that food parcels are distributed to most	Pastoral team to work with families to met basic needs relating to food but also	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	<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

vulnerable families weekly/	providing long-term solutions	hunger needs to be addressed before children can focus on learning.			
<b>Total budgeted cost</b>					Cost of subsidising residential visits After school clubs estimate Breakfast club - Sports for breakfast club Foodbanks - Total £
<b>Total budgeted cost</b>					£15162

## 6. Review of expenditure

Previous Academic Year		2020/21		
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
All children to access high-quality teaching.	<ul style="list-style-type: none"> <li>Diminish any differences between PP pupils and Other Pupils</li> <li>Deliver a catch-up curriculum that supports all PP children and addresses objectives that were missed</li> <li>Improve and/or consolidate the rate of progress for eligible children</li> </ul>	<ul style="list-style-type: none"> <li>Deputy Head is Mastery Specialist and delivers CPD and supportive feedback to all practitioners. She team teaches, supports with planning and models' lessons to all members of staff around Maths.</li> <li>EYFS Lead is a Mastery Maths specialist – she leads weekly CPD for EYFS with a tailored approach to weekly CPD across the whole school. She is also a trained RWI leader.</li> <li>SLT leads teaching and learning briefings and CPD to ensure that consistencies are established and maintained throughout school.</li> <li>Phonics Lead has implemented RWI and monitors on a regular basis. Ensuring masterclasses address any misconceptions.</li> <li>New SENCO supporting a range of children to ensure needs are met. This is done through observations, feedback, suggested strategies and CPD. Paper work has now been updated and in the Spring term more assessments will take place. SEND is now in a strong position. Additional provision also in place in F1 to support a large number of children with significant SEND.</li> <li>All teachers are now teaching good or better lessons across all areas of the curriculum. TOAP data shows this.</li> <li>Books audits show that clear progressive and sequential learning is taking place.</li> <li>External visits ensure validity for judgements.</li> <li>Catch-up curriculum has been developed by SLT and alongside teachers to ensure gaps in learning are addressed.</li> <li>SLT have monitored catch-up sessions and they fit the vision of SLT. The catch-up curriculum for us was also going to be time-limited and intense to ensure children don't develop gaps. This was linked to research from Mary Myatt and Tom Sherington.</li> <li>Low-stakes assessments such as pickers have informed teachers judgements and have fed straight into Pupil Progress meeting and intervention provision.</li> <li>Remote learning has been developed drastically over the summer. Provision is now strong for any child that even missed just a few days for self-isolation.</li> <li>Interventions are taking place daily in each class. TAs are able to take small groups of children out to support on identified interventions linked to their PPM action plan.</li> <li>Remote learning took place for the majority of the Spring term due to Lockdown. The diet of remote education was to a high-standard. All teachers were delivering good online sessions each day. The content of the recorded sessions were also high-quality and effective.</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>1:1 phonics sessions help diminish differences for PP children. Increase of 11% in PP passing Phonics Screener. Continue with 1:1</li> <li>Catch-up TA format worked effectively but we don't have the funding to continue with this approach. Review TA approach in the afternoon for PP children and bottom 20%.</li> <li>Vulnerable groups where making accelerate progress in reading, writing and maths prior and post lockdown. See assessment folder for details.</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>Employed SENCO to work at Coleridge for 3 days a week and non-classed based.</li> <li>The delivery of English and Reading needs to be adapted by the new Deputy Headteacher. Progress in Reading needs to increase and lockdown's have created gaps in children's writing, especially at the highest standard.</li> <li>Lexia to be purchased to have a more focussed approach to reading with PP children.</li> <li>RWI teaching is strong, as seen from HMI visit, however, we need all staff to access RWI CPD so all teachers have a common approach.</li> <li>We will review the use of summative assessments due to the positive impact of formative assessments such as pickers.</li> </ul>	£86475



		<ul style="list-style-type: none"><li>• Over the period of the 7 weeks we had high-levels of engagement. Our best week, 95% of children uploaded work on a regular basis. The last week before we returned was our worst with 83% of children uploading on a regular basis.</li><li>• On average 383 piece of work were uploaded each week. This highlights the strength of engagement.</li><li>• We used Lemov's research on Online Learning as well as our own contextual research to ensure that our children had a diet that worked for them. We used asynchronous and synchronous forms of learning to engage all pupils.</li><li>• Our approach to remote learning changed on a weekly basis. CPD was constantly given to whole school or phases to adapt our approach.</li><li>• Any child in school that needed access to a device had the opportunity to access them. We were acutely aware that some of our families have poor ICT skills and therefore paper copies were also available for all learners. We also developed a bespoke approach for our SEND children. They would have less of a focus on the academic side of learning and focus more on life skills and writing small extracts to discuss these life-skills. All 3 of these approaches were monitored by the CT and TAs and they would send weekly RAG sheets highlighting strengths and areas to support.</li><li>• When the children returned on the 8<sup>th</sup> of March, a learning walk was conducted to focus on behaviour and attitude. All classes showed exemplary behaviour and children had come back ready to learn. This is because we felt we "dissolved the screen" during the lockdown.</li><li>• The only class with some concerns was F1. The children haven't shown the same curiosity to learn since returning to school. EYFS leader and F1 HLTA working on engaging provision.</li><li>• A maths book audit highlight that all teachers are following our reworked Maths plans for the rest of the year. The English lead will focus on English books after Easter and monitor if staff are following her plans.</li><li>• We have employed a Catch-Up TA, who is currently working with children across all school, who are in the bottom 20%. Interventions linked to Third Space Learning and Century have already started to have an impact. Children are working on objectives missed during lockdown that have been identified by class teachers.</li><li>• Same day intervention is being delivered by TAs in an afternoon to address gaps linked to teaching within school.</li><li>• HMI visit in Summer 2 showed that teaching and learning was good. The school SEF was evaluated as good.</li><li>• Pupil Premium data in all areas has increased from previous years. Even after the last 18 months of COVID, you can see the PP data has remained the same or increased on the EXS. This is due to our home learning approach being accessible to all PP children. We have seen a drop off at GDS but this was to be expected with children not accessing face-to-face teaching for sustained periods during the Lockdown. We will continue to robustly monitor our PP children from attainment and progress stand points.</li></ul>		
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<u>Pupil Premium Data</u>	<u>Previous year (2018/19)</u>	<u>2020/21 Data</u>
% of pupils expected at the combined standard	50% 8% GDS	43% 0%
KS2 Reading attainment	50% 17% GDS	50% 19% GDS
KS2 Writing Attainment	50% 8% GDS	50% 0% GDS
KS2 Maths Attainment	50% 17% GDS	58% 20% GDS
KS1 Reading Attainment	36% 9% GDS	45% 11% GDS
KS1 Writing Attainment	27% 17% GDS	50% 7% GDS
KS1 Maths Attainment	45% 24% GDS	59% 11%

## ii. Targeted support

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
All children are monitored to ensure progress is being made.	<ul style="list-style-type: none"> <li>Diminish any differences between PP pupils and Other Pupils</li> <li>Improve and/or consolidate the rate of progress for eligible children</li> <li>High quality interventions to be purchased to support children's gaps and give structure to sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Home learning packs shared with Y6 parents.</li> <li>Plethora of home learning resources are now on the portal.</li> <li>Links to high-quality APPs such as Epic, Timetables Rockstar's And RWI videos are all on the remote learning site.</li> <li>Y2 booster resources to be shared with parents.</li> <li>Phonics resources shared in on the portal and for identified children in EYFS and KS1 and KS2.</li> <li>Y3/4 times table resources shared with parents to support for MTC.</li> <li>High class interventions are delivered by all TAs – DfE trainer has helped support school ensure that Phonics 1:1 are following the guidance.</li> <li>Teachers are skilled at using formative and summative data to plan effective interventions for key children.</li> <li>SENCO has identified bottom 20% of children and has an intervention plan on which children need the most support and what gaps these children have in their learning.</li> <li>Catch-up funding has been used to employ a TA and to purchase high-class resources to ensure that all children get high-quality support.</li> <li>Most importantly, teaching and teaching support at Coleridge is at a high standard. All research highlights that the most effective way of ensuring progress for Pupil Premium children is have high-quality teaching and learning on a daily basis. All QA highlights that teaching is a strength in school and that high quality CPD and a constant shared vision of best practice is ensuring we have solid progress. Children that</li> </ul>	<ul style="list-style-type: none"> <li>Remote learning approach has been adapted so all children have access to devices and can access high-quality sessions and interventions at home.</li> <li>The average score on the MTC was 22% and we had 48% achieve 25/25. This is due to the TT Rockstar's app and targeted support by TAs in Y3/4.</li> <li>RWI structured approach supported staff's understanding of teaching and small group work intervention. DfE visits has highlight phonics as a strength with an increased score in Phonic Screener over the last 2 years.</li> <li>Bespoke CPD has continued to support staffs training and TAs have now access quality-first CPD to help support their delivery.</li> <li>All teaching staff are now delivering quality first teaching..</li> <li>Mash-ups used to promote multiplication skills.</li> <li>More structured interventions for Reading and Writing need to be implemented next year. The use of Lexia and Clickers for SEND children will help support progress.</li> <li>TA's are extremely skilled and delivering interventions and class sessions. Therefore, we will purchase more structured interventions with clear teaching structures. For example, first class @ number could run in Y2/3 with TAs accessing training.</li> </ul>	£14,321

		<p>aren't making progress are highlight and the areas the children have misconceptions in are addressed.</p> <ul style="list-style-type: none"> <li>• We have continued to monitor the engagement of children accessing remote learning. 91% (96/106) Pupil Premium children uploaded work on a regular basis. The 10 children not uploading work were all WB children. They all had access to an electronic device.</li> <li>• Pupil Premium children continued to make solid progress during the lockdown. Low-stakes tests highlight that we are diminishing differences. More Data to be collected in Summer 1 and 2 to have accurate percentages.</li> <li>• High-quality remote learning for all has ensured that Pupil Premium children have received the same diet of education. The luxury of having computers and WIFI for all has ensured some children have accessed remote learning that wouldn't have without these resources.</li> <li>• We have continued to invest in high-quality APPs such as TT rockstars, Number Sense and Oxford Owl RWI resources so all children can access other high-quality learning avenues.</li> <li>• When we returned on the 8<sup>th</sup> of March, same day intervention and focused intervention for the bottom 20% took place immediately.</li> <li>• Catch-up TA working with small groups on a daily basis and using either prior assessments on Century or teachers' assessments to focus on key areas.</li> <li>• Same day intervention taking place with TAs in each class to ensure pre or prior learning is embedded.</li> <li>• MTC resources purchased for PP children in Y3/4 to ensure times table knowledge is secure.</li> <li>• Staff continuing to produce Data sheets on a termly basis to emphasise and highlight key children to all stakeholders. Also, this focuses on vulnerable groups and ensuring children remain 'on track' with their prior data.</li> </ul>		
<b>Total budgeted cost</b>				£100796

### iii. Other approaches

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>- Due to COVID – Attendance figures will be skewed.</li> <li>- All efforts have been focusing on getting children into school and remain safe.</li> <li>- Staff have worked on delivering an engaging remote curriculum that is accessible to all. Levels of engagement for Remote Learning was 80%. See Remote Learning report.</li> <li>- Children still had access to bagels and breakfast in classrooms but not within the dinner hall.</li> <li>- Attendance awards have still been celebrated in weekly attendance assemblies.</li> <li>- Re-introduce Breakfast club and 100% club in Autumn 1.</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>	£6462
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>- Residential for October 2022 already booked. These trips will be subsidised more heavily than previously.</li> <li>- End of year trip to the Seaside for the whole school was heavily subsidised for each member of school by £12. This will involve the subsidisation planned for this year residential for PP children.</li> <li>- Summer School to be accessible to all PP and to work with Hope Church on a production of the Lion King and Live and Learn</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>- Identified bubbles have the opportunity to access extra-curricular sporting clubs once a week.</li> <li>- We have opened up 1 after-school club and the attendance for this club was 100%</li> <li>- Clubs are delivered by Live and Learn staff, which ensures clubs are to a high standard and children are thoroughly engaged.</li> <li>- Clubs change on a half termly basis which means that children access a wide variety of sports.</li> <li>- Science, Cooking and ICT clubs are planned to start in Autumn 21 for certain bubbles.</li> <li>- PE sessions from Live and Learn still taking place weekly. This has had a huge impact on children's mental and physical health.</li> <li>- Gross-Motor club runs every morning in the hall for identified children.</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>	£3500

<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>- 82% of F1/F2 children have signed up for the imagination library.</li> <li>- More texts purchased that link to their topics.</li> <li>- Poetry basket has ensured that children are confident reciting poetry.</li> <li>- RWI sessions are outstanding – all children are engaged in these sessions.</li> <li>- Additional RWI resources, including virtual library – to ensure a blended approach is taken to phonics. These will be used if we have bubble closures.</li> <li>- Literacy Shed has been introduced outside and promotes provision to harness a love of reading. Tepee purchased to have quiet area to read outside.</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>£650</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>- 35 families would access food parcels during the lockdown on a weekly basis.</li> <li>- Over 50 families have accessed food parcels since September.</li> <li>- 3 more Early Help referrals have taken place due to the information we gained from food parcels.</li> <li>- All families have now accessed the uniform scheme from the government.</li> <li>- 2 more referrals to REMA to support families with low incomes.</li> <li>- Parental voice (See HOS report – Spring term) highlights that parents feel supported within school and we try to support their basic needs.</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><b>Total budgeted cost</b></p>				<p><b>£13,515</b></p>

## 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)