

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Coleridge Primary School
Pupils in school	194
Proportion of disadvantaged pupils	47.8%
Pupil premium allocation this academic year	£124,412
Academic year or years covered by statement	2020/21
Publish date	September 21
Review date	Termly
Statement authorised by	Ian Tankard and Ray Griffiths
Pupil premium lead	Ian Tankard
Governor lead	Ray Griffiths

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	+5.8
Writing	+5.1
Maths	+5.3

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	Combined – 50% Reading – 50% Writing – 50% Maths – 50%
Achieving high standard at KS2	Combined – 8% Reading – 17% Writing – 8% Maths – 17%
Measure	Activity
Priority 1 – Instil a love of reading and diminish	Ensure all relevant staff have received paid for training to deliver the 'RWI scheme effectively.

<p>difference between Disadvantaged and Other pupils</p>	<p>Delivered by Ruth Miskin consultants to ensure that disadvantaged pupils obtain the required attainment outcomes against their peers Nationally, based on the Phonics Check. Ensure that we expose our children to a variety of authors that link to our context and that increases their desire to read.</p>
<p>Priority 2 For all disadvantaged pupils in school to make or exceed nationally expected progress rates.</p>	<p>We employ SLEs in Maths and English who work for the Maths and English Hub (Laura Kay/Jess Shaw) to ensure all progress scores for disadvantaged pupils are in the positive range at the end of KS2 in Reading, Writing and Maths.</p> <p>SLT ensure all disadvantaged pupils make progress in Foundation subjects and develop their understanding across the curriculum</p>
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> <li>• Ensuring staff use evidence-based whole-class teaching interventions.</li> <li>• Weak Language and Communication skills - most children are working well below their 'on track' age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently. All but 5 of the disadvantaged pupils in the Reception cohort, managed to get ELG for CAL and will continue to access the NELI programme from next year.</li> <li>• Low attainment on entry to the Early Years Foundation Stage in all areas but particularly understanding, listening and attention. Most children are working well below their 'on track' age band on entry to Reception and despite making accelerated progress, do not meet the ELG. Clear evidence of PSED and CAL issues are recorded on Tapestry on entering.</li> <li>• School is situated in a highly deprived area which has a huge impact on the children's well-being. Pupil Premium children express that school is a place they feel safe and that we provide children with the wider experiences that will improve their knowledge.</li> <li>• Many Pupil Premium families don't have access to the resources needed at home to help support their child's education. School seeks out opportunities to work with families to remove some of the barriers, using the PP grant to support it. This became more</li> </ul>

	<p>apparent over the lockdowns and school now have ICT equipment available for all families.</p> <ul style="list-style-type: none"> <li>• Until 2018, the school had been through an unsettled period from leadership and staffing. As a result, implementation of teaching strategies had been changed rapidly and there were inconsistencies in their delivery and this did have an impact on PP children progress and attainment.</li> <li>• For many of our children, they struggled to gain a deep understanding of phonics for several years (See ASP). This has impacted on their reading and writing skills over a long period of time and means that children's starting points for literacy are low.</li> <li>• Attendance and Punctuality issues. Attendance figures are currently good for Pupil Premium pupils and we would like to maintain this. A higher percentage of PP pupils are late to school than non-Pupil Premium pupils.</li> </ul>
Projected spending	£69,059

## 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 national average progress scores in KS2 Maths (0)	July 2022
Phonics	Achieve national average expected standard in PSC	July 2022
Other	Ensure attendance of disadvantaged pupils is above 95%	July 2022

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

## Targeted academic support for current academic year

Measure	Activity
Priority 1 – Instil a love of reading.	<ul style="list-style-type: none"> <li>To ensure that the new Phonic Reading Scheme RWI is monitored closely and pupils making below expected progress are identified in Target Setting meetings.</li> <li>Target disadvantaged pupils using in house data and provide a catch-up TA in every YG to close the gap.</li> <li>Ensure the text led curriculum exposes children to a variety of novels linked to our context.</li> <li>To monitor the LEXIA in KS2 and ensure regular reading opportunities are created and impacting on progress and a love of reading.</li> <li>To celebrate the reading breadth with a weekly Reader of the Week award in assembly and secret library.</li> <li>To create a welcoming and positive reading environment in each class, the library and the corridor.</li> <li>To analyse summative assessment data and identify the children who require catch up on a termly basis.</li> </ul>

	<ul style="list-style-type: none"> <li>To embed understanding and knowledge through our wider curriculum.</li> <li>To promote a love of reading throughout school by taking children to the library, providing recommended reading books for children to take home and a 'lend it library,' which promotes parents to access free books.</li> </ul>
Priority 2 - To ensure summative end of KS2 results are at, or exceed, national expectations for progress	<ul style="list-style-type: none"> <li>To increase capacity of adults in every YG from Rec to Y6 to provide a more favourable staff to pupil ratio, resulting in positive progress gains.</li> <li>To ensure those adults are used effectively with bespoke training for all members of staff. All TAs to access OLEVI OTAP in Autumn term.</li> <li>To upskill support staff with appropriate approaches and pedagogy to teaching interventions – weekly CPD to focus on identified needs from Learning Walks.</li> <li>To identify pupils who may require more targeted support on a daily basis – Progress meetings and Teacher Assessments inform a bespoke approach.</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>Pupils have been working remotely for a considerable time over the past 6 months, some being affected by class bubbles isolating and all bar the key workers being at home during lockdown.</li> <li>Staff absence linked to COVID 19, could potentially create issues with larger groups and interventions taking place.</li> <li>Pupils basic emotional and social needs may not be currently met and thus mean they are not in a position to make accelerated progress.</li> <li>Learning behaviours at lunchtime may need developing due to long periods of self-isolation.</li> </ul>
Projected spending	£44,821

### Wider strategies for current academic year

Measure	Activity
Priority 1 - To improve attendance and progress of disadvantaged pupils and	<ul style="list-style-type: none"> <li>To identify pupils who are falling behind national</li> <li>To provide tailored support for families with low attendance, working with the Instill</li> </ul>

ensure they are in line with national expectations	Attendance team and key members of staff and Governors <ul style="list-style-type: none"> <li>To provide pupils with the opportunity to attend the Magic Breakfast club for free and to engage with structured activities such as TTRockstars, SpellingShed, Live and Learn and Lexia</li> </ul>
Priority 2 - To enhance pupils' cultural capital by providing a breadth of experiences	<ul style="list-style-type: none"> <li>To ensure the curriculum is balanced and carefully sequenced, and the Creative Curriculum allows opportunities for cultural development</li> <li>To allow all disadvantaged children a free residential in Y6.</li> <li>To allow pupils to partake in visits, both virtually and in school, which build on skills and knowledge from wider Curriculum lessons and adapts to current restrictions caused by Covid19.</li> <li>Whole School Seaside and London trip to ensure children access wider events. Also, EYFS children to access 50 things to do before you're 6.</li> <li>To provide greater enrichment opportunities for disadvantaged pupils. For example, in Y3 and 4, music lessons and the West End Theatre company for drama opportunities.</li> <li>To have themed curriculum days to deepen children's understanding of specific topic areas (See Personal Development Calendar)</li> </ul>
Priority 3 To work reactively with families and provide bespoke support	<ul style="list-style-type: none"> <li>To allocate a contingency fund, in light of Covid19, to support current pupils and those who are new to Coleridge. This may be on additional interventions or additional adult support, or the Third Space Learning where necessary on ad hoc basis</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>COVID guidance will mean that bubbles/provision for Breakfast club would mean we couldn't provide the best possible start for our Pupil Premium Children.</li> <li>Improving attendance and readiness to learn for the most disadvantaged pupils.</li> </ul>
Projected spending	£16597

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow staff high quality Professional Development delivered by the Maths and English Hubs.	Use of INSET Days and twilight sessions. Cover for the SLT on a weekly basis All subject Leaders to be released for half a day every two weeks – cover provided
Targeted support	Ensuring every YG gets additional 'catch up' support. This will be in the form of a TA. The named person will work all year in the same YG for consistency.	Each YG to have at least 4 days 'catch up' support for 2020/21 and 2021/22. This will reduce the pupil / teacher ratio and lead to focussed small group support
Wider strategies	Engaging the families facing the most challenges Ensuring all children in Y6 has a residential and all children access educational visits	Working closely with the hub and the other stakeholders on outreach projects.

## Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	Steady improvement in disadvantaged pupil progress from 2019 data to 2021 teacher assessments. A new text-led curriculum will enhance our children's percentages of GDS and will also help consolidate EXS children, who've had gaps in learning due to lockdowns.
Progress in Mathematics	Progress for Pupil Premium and other children remain strong in maths and will continue to embed and develop Mastery Approach especially with EEF trail in KS1 and Y3.
Phonics	Phonics score increased by 15% from 2019 data to Dec 2020. This is mainly due to the introduction of RWI. Whole school training booked for October to ensure fidelity to the scheme.
Other	Due to COVID, attendance data doesn't look as strong, although until February 2020, we had a rising profile. We will be working with Instill education next year to monitor vulnerable groups in more depth.