

Summary Information					
School	Coleham Primary School				
Academic Year	2017/18	Total PP Budget	£108,200	Date of most recent PP review	July 2017
Total number of pupils	420	Number of pupils eligible for PP	80	Date for next internal review of this strategy	July 2018

2. Current Attainment (Key Stage 2 Year 6 SATs scores)		
	Pupils eligible for PP (Coleham Primary School)	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, English & maths	73.3%	75%
<u>Progress score</u> in reading	+0.4	+0.3
<u>Progress score</u> in writing	+3.0	+0.2
<u>Progress score</u> in maths	-1.1	+0.3

*This data is not yet available.

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school)	
A.	Poor home learning environments and poor parental involvement and/or skills of a number of our PP children
B.	Issues relating to low self-esteem and confidence in some of our PP children.
C.	Special educational needs and low ability of many of our PP children
External barriers (issues which also require action outside school)	
D.	Low attendance rates of some PP children

4. Desired outcomes and how they will be measured	
A.	Increased progress made in Reading and Maths by low attaining Pupil Premium children in Year 6. The outcome will be measured via the Year 6 progress data and monitored across the year using our internal tracking system.
B.	Increased attainment and progress made by “emerging” and “expected” PP children in Year 2 in Reading and Writing. The outcome will be measured via the Year 2 progress data and monitored across the year using our internal tracking system.
C.	Increased attendance rates of PP children across school. The outcomes will be measured via the attendance data and the attainment and progress data.

D.	Increased self-esteem and confidence of a number of PP children who were identified as having barriers to learning on our PASS survey. The outcome of this will be measured when the children affected complete the PASS survey again.
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5. Planned Expenditure					
Academic Year		2017/18			
The three headings below enable Coleham Primary School to demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
<p>a) Quality of teaching for all will be provided to all Pupil Premium children by the teachers and support staff in school who work with our PP children to ensure that their progress and attainment is as good as it could be.</p>					
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?
<p>PP children (whatever their ability) will receive excellent teaching allowing them to make at least expected progress and allowing many children to reach the “expected” standard at the end of the year.</p> <p>There will be a particular focus on supporting the less able Pupil Premium children to ensure that they make at least expected progress in all subjects across school and these</p>	<ul style="list-style-type: none"> A PP teacher will work with small groups of children to provide excellent additional teaching to our PP children. Class teachers will run small tuition maths sessions after school for Year 6 PP children. 	<p>This approach has worked well in 2016-2017 and has had a positive impact on the outcomes for our children, with the gap between PP and non-PP reducing in most subjects.</p> <p>Assessment from 2016-2017 has shown that one to one short sessions and small group sessions have a very positive impact on attainment and progress.</p>	<p>All sessions will be monitored closely by Suzanne Butler and work will be scrutinised and planning checked too.</p> <p>Baseline assessments will take place and assessments at the end of the interventions to test the impact of the interventions.</p> <p>PP teachers will have regular meetings with Suzanne Butler to discuss impact of groups and analyse data.</p> <p>Suzanne Butler will discuss positive impact of after school</p>	Yvonne Rowley	Summer 2018

children will be very carefully monitored.			booster sessions with PP parents in year 6.		
More able PP children will receive excellent teaching and will reach “greater depth” by the end of the year and make at least expected progress, with some children making more than expected progress.	<ul style="list-style-type: none"> Teachers and TAs will support more able PP children in school via small group sessions during school time. 	In 2016-17, this approach has worked well and has had a positive impact on the outcomes for our children.	<p>All sessions will be monitored closely by Suzanne Butler and work will be scrutinised and planning checked too.</p> <p>Baseline assessments will take place and assessments at the end of the interventions to test the impact of the interventions.</p> <p>Phase meetings will be used to look closely at intervention groups for PP children that are greater depth and ensure that the children are making expected progress.</p>	Yvonne Rowley	Summer 2018
Target budgeted cost					£11,520
<p>b) Targeted support will be provided to many of our PP children in a very personalised way. Some children will benefit from one to one tuition, some from extra boosters sessions and some from after school tuition. These groups will be based on ongoing assessment data and will be very fluid; we will regularly “tweak” the groups.</p>					
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?
Low attaining children will be identified via our assessment system	<ul style="list-style-type: none"> One to one tuition Extra group work with teachers or TAs 	Evidence has shown that one to one personalised tuition makes a huge impact on the	<ul style="list-style-type: none"> Assessment data will be collected in every 6 weeks and analysed. 	Yvonne Rowley	Summer 2018

<p>and will be provided with the support they need in order to make good progress and some will attain the “expected” standard by the end of the year. Particular emphasis will go on supporting Year 6 low attainers in Reading and Maths and Year 2 low and middle prior attainers in Reading and Writing</p>	<ul style="list-style-type: none"> • After school tuition with teachers. • Involve parents in providing valuable and suitable support at home for their children. • A new tracking system will be developed across Key Stage 2 to track children’s progress across the key stage and intervene immediately and a new tracking system will be developed to do the same in Key Stage 1. 	<p>progress and attainment of children. In the past, after school tuition with teachers for our older children had a positive impact on attainment and progress.</p>	<ul style="list-style-type: none"> • The sessions will be monitored closely by our staff leader. • Work scrutiny by our staff leader. • Suzanne Butler/ PP teachers to discuss ways that parents of PP children with EHCP/SEN can support their children at home. 		
<p>Children experiencing barriers to learning will be identified (via sociograms and the PASS survey) and will work alongside our learning mentors who will aim to remove these barriers to learning.</p>	<ul style="list-style-type: none"> • One to one work with learning mentors • Continue John Muir Award for some of our KS2 PP who did not take part in 2016-107 children to build their confidence and develop their creative writing skills. • Consider other outside agencies to work with PP children such as Wizard Theatre. • Intervention groups with our Learning Mentors. • Lunchtime nurture group. Playground friends/mentor system will operate for this group of children so that 	<p>Evidence shows that if barriers to learning can be removed children will succeed and will make more progress and achieve higher across the board and the impact of this work was great in 2016-17.</p>	<ul style="list-style-type: none"> • Both learning mentors will be monitored by the leader of the PCT. • Children who were highlighted on our PASS survey last year as exhibiting barriers to learning will have intervention work with our learning mentors and will be re tested to monitor how well the work is coming along. 	<p>Kate Nash</p>	<p>Summer 2018.</p>

	they feel supported at school.				
Parents will be able to better support their children at home with their learning.	<ul style="list-style-type: none"> We will run open classroom events every term to informally invite the parents into school to chat about their child and to gain practical ideas about how to support their child’s learning at home. Our Parent Support Advisor will continue to support families. Curriculum evenings will be organised regularly to provide all parents with the necessary curriculum information. We will invite PP parents in for an open event/ alongside current parents evening to discuss their child’s intervention work with their PP teacher. We will offer support and guidance for encourage further home learning. 	<p>These kinds of events have had an impact in the past and are well supported by our parents and well received.</p> <p>Many parents have excellent relationships with our PCT and gain practical support from this team.</p> <p>This event will enable parents to be involved in their children’s learning and seek guidance if necessary. Similar events have been well supported in the past.</p>	<ul style="list-style-type: none"> Parent surveys are scheduled annually and parental forums to gain feedback from parents about the support we are providing to them. Parental feedback will be analysed after the open events. 	<p>Kate Nash</p> <p>Claire Jones</p> <p>Yvonne Rowley</p>	<p>Summer 2018.</p>
Target budgeted cost				£69,925	
<p>c) Other approaches Many other approaches are used to ensure that our PP children achieve well and make good progress while they are with us. Here are some of the approaches we use:</p> <ul style="list-style-type: none"> Pay for breakfast club, after school clubs for any PP children who would like this support. 					

<ul style="list-style-type: none"> • Pay for outside agencies to work with PP children such as Wizard Theatre and John Muir. • Resources specifically for our PP children to use are paid for using the funding. For example: books and ipads. 					
Chosen action/approach	Desired outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
<ul style="list-style-type: none"> • All PP children to go on day trips and residential trips free of charge. • All PP children will receive free places in all clubs. 	<p>All children who take these opportunities will be able to experience new learning and new hobbies/activities. This builds children’s confidence and allows them to try new things and broaden their horizons – all important life skills to prepare them for secondary school and life beyond.</p>	<p>We have used our PP money in this way for a number of years and have seen the positive impact it has on children in terms of their confidence and self-esteem. It also has an impact on families, often enables parents to go out to work, and therefore creates more stable home environments.</p> <p>We are able to provide a safe and secure environment for the children and support them in their learning too.</p>	<p>We write to parents so that they understand that this is offered and this is publicised on our website.</p> <p>Our School Business Manager monitors all clubs in school and we ask parents to feedback to us during parental forums and in our annual survey.</p>	<p>Kate Nash</p> <p>Tracy Othen.</p>	<p>Summer 2018.</p>
<ul style="list-style-type: none"> • A range of resources are paid for using the PP funding (e.g. leasing 3 interactive whiteboards for group 	<p>Providing our children with excellent and stimulating resources is of paramount importance and enhances teaching and allows them to make very good progress.</p>	<p>We know that if our children have access to great technological resources and other resources they will be interested, engaged, and able to access more resources via the internet. This will have a positive</p>	<p>PP group lessons will be monitored regularly by Mrs Butler and the use of all equipment will also be monitored closely.</p>	<p>Yvonne Rowley</p>	<p>Summer 2018</p>

rooms, books, iPads etc)		impact on teaching and learning.			
<ul style="list-style-type: none"> All FSM children to be offered a free place at breakfast club. All PP children to be offered a free school meal 	This provides the children with a good meal to start the day and with quiet time to complete homework/get ready for learning in a stimulating environment with support from TAs, if necessary. A school meal means that they receive a nutritious meal at lunch and are ready to start learning in the afternoon.	The impact of this is great as children start their day and afternoon well and are ready and able to learn and concentrate.	Our School Business Manager will ensure that this is implemented well by observing the club running.		
Target budgeted cost					£20,712
Grande total budgeted cost					£102,157
Surplus					£6,043

6. Review of Expenditure	
Academic Year	2016/17
Total PP Budget	£107,900
a) Quality of teaching for all will be provided to all Pupil Premium children by the teachers in school who work with our PP children to ensure that their progress and attainment is as good as it can be.	

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						than EXP) progress	EXP) progress	children in their class and support in the classroom as necessary. Year 6 booster groups will continue in Maths and English.
Reception	5	80 (60)	82 (16)	80 (60)	83 (40)			
Y1	10	90 (50)	96 (65)	80 (0)	76 (0)			
Y2	11	90 (46)	98 (50)	82 (0)	71 (15)			
Y3	14	62 (0)	92 (25)	77 (15)	85 (19)			
Y4	11	80 (30)	92 (46)	100 (10)	83 (21)			
Y5	14	71 (14)	85 (39)	100 (50)	94 (41)			
Y6	15	93 (20)	100 (58)	100 (80)	100 (83)			
Maths								
Early Years: 68%								
National KS1: ARE 77%, ARE+ 20%								
National KS2: ARE 75%, ARE+ 20%								
								Year 1 assessment and tracking system will be tweaked to allow any children who are “emerging” to start Year 1 at the correct point and therefore have the chance to make expected progress.
Year Grp	Number of PP children	% PP achieved ARE & (GD)	% non-PP achieved ARE & (GD)	% PP made Exp+ (More than EXP) progress	% non- PP made Exp+ (More than EXP) progress			
Reception	5	80 (50)	90 (24)	80 (80)	77 (35)			
Y1	10	100 (40)	96 (65)	40 (0)	80 (2)			
Y2	11	100 (36)	98 (53)	82 (27)	85 (30)			
Y3	12	67 (8)	96 (38)	92 (42)	90 (27)			
Y4	9	78 (33)	92 (36)	89 (33)	98 (40)			
Y5	14	93 (14)	98 (33)	100 (36)	96 (15)			
Y6	15	93 (40)	98 (60)	87 (60)	80 (53)			

<ul style="list-style-type: none"> Our advanced skills teachers will support more able PP children in school via small group sessions during school time. 	<p>More able PP children will receive excellent teaching and will reach “greater depth” by the end of the year.</p>	<p>Small able PP intervention groups have taken place, monitored and observed by Mrs Butler. Baseline assessments have taken place and assessments at the end of the interventions to test the impact of the interventions.</p> <p>2017 % of PP children that attained GDS: (See result table above)</p>	<p>Continue to ensure that more able PP children receive excellent teaching and reach “greater depth” by the end of the year with at least expected progress.</p> <p>Cover supervisor teachers to begin to provide extra support and intervention to our most able PP children.</p>
<p style="text-align: right;">Target budgeted cost</p>			<p style="text-align: center;">£11,520</p>

<p>b) Targeted support will be provided to many of our Pupil Premium children in a very personalised way. Some children will benefit from one to one tuition, some from extra booster sessions and some from after school tuition.</p>																																																															
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<ul style="list-style-type: none"> One to one tuition Extra group work with teachers or TAs After school tuition for Year 6 PP children with Year 5/6 teachers. 	<p>Children with SEN/EHCPs and low attaining children will make good progress and some will attain the “expected” standard by the end of the year.</p>	<p>The number of PP children that are SEN/ EHCP at Coleham School In July 2017 was 14.</p> <p>2017 % of SEN/EHCP children that achieved expected standard and attainment in Maths, English and Science:</p> <p>Maths:</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">Number of children</th> <th colspan="2">2017 % of SEN/EHCP progress/ attainment in Maths</th> </tr> <tr> <th>Expected + progress achieved.</th> <th>Expected standard achieved.</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>2</td> <td>0%</td> <td>100%</td> </tr> <tr> <td>Year 2</td> <td>1</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Year 3</td> <td>3</td> <td>67%</td> <td>0%</td> </tr> <tr> <td>Year 4</td> <td>2</td> <td>50%</td> <td>0%</td> </tr> <tr> <td>Year 5</td> <td>2</td> <td>100%</td> <td>50%</td> </tr> <tr> <td>Year 6</td> <td>4</td> <td>100%</td> <td>75%</td> </tr> </tbody> </table> <p>English:</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">Number of children</th> <th colspan="2">2017 % of SEN/EHCP progress/ attainment in English</th> </tr> <tr> <th>Expected + progress achieved.</th> <th>Expected standard achieved.</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>2</td> <td>0%</td> <td>50%</td> </tr> <tr> <td>Year 2</td> <td>1</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Year 3</td> <td>3</td> <td>67%</td> <td>0%</td> </tr> <tr> <td>Year 4</td> <td>2</td> <td>100%</td> <td>50%</td> </tr> <tr> <td>Year 5</td> <td>2</td> <td>100%</td> <td>50%</td> </tr> <tr> <td>Year 6</td> <td>4</td> <td>100%</td> <td>75%</td> </tr> </tbody> </table>		Number of children	2017 % of SEN/EHCP progress/ attainment in Maths		Expected + progress achieved.	Expected standard achieved.	Year 1	2	0%	100%	Year 2	1	100%	100%	Year 3	3	67%	0%	Year 4	2	50%	0%	Year 5	2	100%	50%	Year 6	4	100%	75%		Number of children	2017 % of SEN/EHCP progress/ attainment in English		Expected + progress achieved.	Expected standard achieved.	Year 1	2	0%	50%	Year 2	1	0%	0%	Year 3	3	67%	0%	Year 4	2	100%	50%	Year 5	2	100%	50%	Year 6	4	100%	75%	<p>Progress has been made with most SEN/EHCP children and some have attained expected standard. (See 2017-2018 detailed Action Plan for individual year group analysis).</p> <p>We will continue to support the PP SEN/EHCP children through targeted class teaching and</p>
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			<p>and therefore have the chance to make expected progress.</p>
<ul style="list-style-type: none"> • One to one work/intervention groups with learning mentors • John Muir Award for many of our KS 2 PP children to build their confidence and develop their creative writing skills. • Wizard Theatre group working with groups of PP children to build their confidence and reduce barriers to learning • Lunchtime nurture group. 	<p>Children experiencing barriers to learning will be identified and will work alongside our learning mentors who will aim to remove these barriers to learning.</p>	<p>Barriers to learning were removed where possible to allow children to succeed, make more progress and achieve higher across the board. Learning mentors have played an important role in this alongside the use of the nurture room and playground friends. John Muir and Wizard Theatre has developed children’s confidence and creativity and the impact of this has been recorded.</p> <p>Personal development questionnaires (pupil’s feedback) after the Wizard Theatre project and John Muir show an overall improvement in children’s confidence in their abilities to perform and interact with others. This confidence has, in many instances been noted by class teachers and TAs to have a positive impact on PP children’s confidence within the classroom environment.</p> <p>Analysis of 2017 PASS survey highlighted PP that are identified as vulnerable and these children will receive pastoral care involvement, buddy monitoring or may receive parental involvement. The impact of this involvement will be measured in December 2017.</p> <p>2017 PP children PASS survey analysis <i>Self-esteem is considered a possible barrier to learning:</i> <i>EYFS and KS1 37.9 % (11 out of 29 PP children)</i> <i>KS2 26.3 % (10 out of 38 PP children)</i></p> <p><i>Attitude to learning is considered a possible barrier to learning:</i></p>	<p>Continue to participate in John Muir award and look for further programmes /awards that can develop confidence and creativity.</p> <p>Continue to measure the impact of pastoral care involvement and monitoring, parental involvement</p>

<ul style="list-style-type: none"> Playground friends/mentor system will operate for this group of children so that they feel supported at school. 		<p>EYFS and KS1 KS2</p>	<p>17.2% (5 out of 29 PP children) 15.8 % (6 out of 38 PP children)</p>	<p>and all systems put into place for the vulnerable PP children as analysed in the PASS survey. Learning mentors will continue to aim to remove these barriers to learning.</p>
Target Budget:				69,325
<p>c) Other Approaches Many other approaches are used to ensure that our PP children achieve well and make good progress while they are with us. Here are some of the approaches we have used in 2016-17:</p> <ul style="list-style-type: none"> Pay for music lessons, all trips, after school clubs and childcare afterschool and before school and for any PP children who would like this support. Pay for the lease of 3 interactive whiteboards in our 3 intervention group rooms. Resources specifically for our PP children to use are paid for using the funding. For example: books, ipads and laptops. 				
Chosen action/approach	Desired Outcome	Impact		Lessons Learnt
<ul style="list-style-type: none"> All PP children will receive free music lessons if they desire. 	All children who take these opportunities will be able to experience new	<p>The impact is great and means that all PP children have the chance to take part in school trips/music lessons/clubs, which broaden their horizons and allow them to try new activities/hobbies. KS2 PP children had the opportunity to participate in the John Muir award both inside school and in the local area.</p>		John Muir award and Wizard Theatre has had a

<ul style="list-style-type: none"> • All PP children go on day trips and residential trips free of charge. • All PP children will receive free places in all clubs/ after school and breakfast club. 	<p>learning and new hobbies/activities. This builds children's confidence and allows them to try new things and broaden their horizons – all important life skills to prepare them for secondary school and life beyond.</p>	<p>Year 1,2,3,4 and 5 PP children had the opportunity to participate in The Wizard Theatre 6 week workshops within school.</p>	<p>positive impact on our PP children, we will continue to look for similar workshops next year for our PP KS2 children. John Muir will continue.</p> <p>We will no longer continue to fund after school club as we feel the funding is not having a direct impact on the outcomes of the children involved, however we will still fund breakfast</p>
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			club for the most vulnerable students.
<ul style="list-style-type: none"> 3 interactive touchscreen boards are paid for using PP funding 	<p>Many of our PP children use our intervention rooms and it is of paramount importance that they are able to access excellent equipment which will enhance teaching and allow them to make very good progress.</p>	<p>Observations of PP teaching sessions have shown that the new whiteboards have been used to very good effect to enhance teaching and learning and therefore this has had a positive impact on the attainment and progress of our PP children.</p>	<p>We will continue to fund this as we have found that the equipment has a really positive impact on teaching and learning for our PP children.</p>
<ul style="list-style-type: none"> A range of resources are paid for using the PP funding (e.g. books, iPads etc) 	<p>Providing our children with excellent and stimulating resources is of paramount importance, enhances teaching, and allows them to make very good progress.</p>	<p>Observations of PP teaching sessions have shown that the new equipment has been used to very good effect to enhance teaching and learning and therefore this has had a positive impact on the attainment and progress of our PP children.</p>	<p>We will continue to use the funding to pay for resources which enhance teaching and learning.</p>

Target Budget:	£26079
Grande total spend:	£107,358
Surplus of:	£542