

Coleham Primary school



Pupil Premium Strategy

2018/19

Strategy date: September 2018

Review date: July 2019

1. Summary Information	
Name of Pupil Premium Coordinator	Claire Jones
Number pupils at Coleham Primary School	420
Number of Ever 6 Free School Meal (FSM) pupils	53
Number of pupils with Service Premium	2
Number of PP plus pupils (LAC & post LAC)	9
Total amount of PP funding	£85,980
Name of virtual head teacher	Jeff Potts
Number of PP Interventions at Coleham Primary School	25
Date of most recent PP review	October 2018
Date for next internal review of this strategy	January 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	60%	70%
Progress score in reading*/ % attaining EXS+ in reading	-0.6/86%	+0.31
Progress score in writing*/ %attaining EXS+ in writing	+1.44/71%	+0.24
Progress score in maths*/attaining EXS+ in maths	+0.16/57%	+0.31

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, confidence and resilience 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.	The difference between the PP and non-PP pupils in Reading, Writing and Maths to diminish across school. This will be measured via whole school attainment data using our internal tracking system.
B.	Progress rates for PP pupils to improve in line with non-PP pupils across school in Reading and Writing in line with the improvements seen in Year 6 progress data for PP pupils. This will be measured via whole school attainment data using our internal tracking system.
C.	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 at the end of the Autumn term.
D.	Increased attendance rates of PP children across school. The outcomes will be measured via the attendance data and the attainment and progress data.

5. Planned Expenditure					
Academic Year	2018/19				
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					
a) Quality teaching will be provided to all pupils in school by teachers and support staff to ensure that the progress and attainment of PP/LAC/post-LAC pupils is in line with non-PP pupils and that progress rates in Reading and Writing improve for PP pupils across 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?
Attainment of PP pupils will be raised across school, thus diminishing the difference between PP and non-PP pupils across school and providing this group with better life chances.	<p>Raise the expectations of all PP/LAC/post LAC pupils across school by raising their end of year targets.</p> <p>Present high expectations to all PP pupils in all lessons.</p> <p>This will become a focus in termly progress meetings. If PP pupils are not on track to achieve targets, immediate extra interventions will be provided and individuals will be monitored closely by phase leaders.</p>	<p>School data calculations show that in 2018, at the end of KS 2, for every 8 non-PP pupils who attained EXS in Reading, 1 did not. The corresponding figure for PP pupils is 4.</p> <p>For every 8 non-PP who attained GD in Reading, 16 non-PP did not. The corresponding figure for PP pupils was 80.</p> <p>National data for KS 3/4/5 shows that the gap increases significantly. This has a detrimental impact on the life chances of this group.</p>	<p>Data to be tracked on internal tracking sheets and discussed at half-termly progress meeting. Children who are not on track will receive immediate extra input and they will be closely monitored.</p> <p>Details regarding interventions and their impact will be recorded on our Provision Maps, which are analysed by the SLT every half term.</p>	Claire Jones	End of Autumn term.
Attainment of PP pupils will be raised across school, thus diminishing the difference between PP and non-PP pupils across school and providing this group with better life chances.	<p>Develop the following teaching strategies in all classes within school:</p> <ul style="list-style-type: none"> • Collaborative Learning • Feedback • Individualised Instruction • Mastery Learning • Peer Tutoring • Pre teaching • On the day interventions 	<p>EEF Toolkit and research shows that all the approaches which we will focus on make positive differences to the attainment and progress made by all children.</p> <p>A focus on feedback and collaborative learning began in 2017-18 and the positive impact on the outcomes for our children was great,</p>	<p>Regular monitoring of T and L by SLT with a focus on support provided to PP pupils. Feedback provided.</p> <p>Baseline assessments will take place and assessments at the end of interventions and at the end of the term to measure impact.</p>	Claire Jones Liz Brazier	December 2018

<p><i>Collaborative Learning (+5 months – EEF Tkit)</i></p> <p><i>Feedback (+8 months – EEF Toolkit)</i></p> <p><i>Individualised Instruction (+3 months – EEF Toolkit)</i></p> <p><i>Mastery Learning (+5 months – EEF Toolkit)</i></p> <p><i>Peer Tutoring (+5 months – EEF Toolkit)</i></p>	<p>Staff training via HT and an external consultant will be provided to all staff and governors regarding the above teaching strategies.</p> <p>2 teachers are beginning the maths mastery programme this year and will roll this out to the rest of the team.</p>	<p>especially in Year 6 with the gap between attainment and progress of PP and non-PP pupils diminishing significantly in all subjects.</p> <p>Evidence and feedback from local outstanding schools, who have implemented the mastery teaching approach, has been very positive.</p>	<p>Termly progress meetings led by phase leaders with a strong focus on raising the attainment of any children whose progress and attainment is not at the expected level.</p> <p>High quality training will be provided to all staff regarding these teaching strategies and the impact of this training will be analysed.</p>		
<p>Attainment of PP pupils will be raised across school, thus diminishing the difference between PP and non-PP pupils across school and providing this group with better life chances.</p> <p><i>1 -1 Tuition (+5 months – EEF Toolkit)</i></p> <p><i>Small group tuition (+4 months – EEF Toolkit)</i></p>	<p>Provide 1-1 daily support to PP/LAC/post LAC pupils, where necessary, (via pre teaching and on the day interventions) to ensure that they have a head start at the beginning of lessons and to ensure that they receive extra support if they have not attained the LO in lessons.</p> <p>The importance here is that this support must be provided by the teacher to ensure that our PP pupils have the best chance to reach their targets.</p>	<p>EEF Toolkit and research shows that these approaches will make positive differences to the attainment and progress made by all children.</p> <p>Evidence from our Year 6 cohort in 2018 demonstrated that the PP pupils, who received 1-1 and small group support from their teachers, made strong progress and so this is a strategy we have adopted across school.</p>	<p>Regular monitoring of T and L by SLT with a focus on support provided to PP pupils. Feedback provided.</p> <p>Termly progress meetings to analyse class data and scrutiny of Provision Maps to ensure that individual PP pupils are on track to achieve their targets by the end of the year.</p>	<p>Claire Jones</p>	

	This support will be provided to all LAC/post-LAC pupils within school.				
Attainment of PP pupils will be raised across school, thus diminishing the difference between PP and non-PP pupils across school and providing this group with better life chances.	Class teachers to teach the full emotional keyboard to all children with a particular focus on teaching those emotions which are not “hardwired” (e.g. cooperation, empathy, patience, sympathy).	Research (Jensen, 2009) states that certain emotions are hardwired in our DNA but many need to be taught. Research shows that sometimes PP pupils need more explicit teaching of these emotions than other pupils. Such emotions will help all pupils to attain more in school.	High quality training will be provided to all staff regarding these teaching strategies and the impact of this training will be analysed. Monitoring of T and L across school to ensure that such emotions are taught explicitly to children.	Claire Jones	
Target budgeted cost					£5,500
b) Targeted support will be provided to many of our PP/LAC/post-LAC 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.					
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?
PP (including LAC pupils) pupils will be supported in order to make accelerated progress and a higher % will attain ARE and GD by the end of the year.	<ul style="list-style-type: none"> • One to one tuition • Extra group work with teachers or TAs • After school tuition with teachers for Y6 pupils • Regular progress meetings led by phase leaders to ensure all PP are provided with the individualised support that they need to 	<p>The EEF Toolkit states that all of these strategies increase the attainment and progress rates of PP pupils.</p> <p>Year 6 SATs data has shown that one to one short sessions and small group sessions have a very positive impact on attainment and</p>	<p>Regular monitoring of T and L by SLT with a focus on support provided to PP pupils. Monitoring of PP teacher and TA intervention groups too by SLT and TA leader. Feedback provided.</p> <p>Baseline assessments will take place and assessments at the</p>	Claire Jones	December 2018

<p><i>One to one tuition +5 months (EEF Toolkit)</i></p> <p><i>Small group tuition +4 months (EEF Toolkit)</i></p> <p><i>Extending school time +2 months (EEF Toolkit)</i></p> <p><i>Early Years interventions (+5 months – EEF Toolkit)</i></p> <p><i>Oral language interventions (+5 months – EEF Toolkit)</i></p> <p><i>Phonics (+4 months – EEF Toolkit)</i></p> <p><i>Reading comp strategies (+6 months – EEF Toolkit)</i></p>	<p>make the necessary progress.</p> <ul style="list-style-type: none"> • Further develop and run Early Years interventions • Oral language interventions to run in KS 1 and EYFS • Extra small group support will be provided to all Rec and Year 1 pupils in phonics • Reading comprehension booster sessions across school weekly. 	<p>progress. (See review, below). These will, therefore, be continued in 2018-19.</p> <p>In 2018, 100% of PP pupils in Year 1 passed the phonics test, demonstrating that our use of small group phonics booster sessions has a positive impact on attainment.</p> <p>Attainment and progress of PP pupils in reading increased significantly this year in Year 6 due to the use of small reading comprehension groups. These groups run across school and will be continued in 2018-19.</p>	<p>end of interventions and at the end of the term to measure impact.</p> <p>Termly progress meetings led by phase leaders with a strong focus on raising the attainment of any children whose progress and attainment is not at the expected level.</p> <p>PP teachers will have regular meetings with PP leader to discuss impact of groups and analyse data.</p>		
<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</p>	<ul style="list-style-type: none"> • One to one work with learning mentors. • Continue John Muir Award for some of our KS2 PP pupils to build their confidence and develop their creative writing skills. 	<p>The EEF Toolkit states that all of these strategies increase the attainment and progress rates of PP pupils.</p> <p>In addition, 2017-18 PASS survey results demonstrate that following social,</p>	<p>PCT to be monitored (including some intervention groups) by SLT.</p> <p>Children who were highlighted on our PASS survey last year as exhibiting barriers to learning will have</p>	<p>Kate Nash</p> <p>Claire Jones</p> <p>Liz Brazier</p>	<p>December 2018.</p>

<p>these barriers to learning.</p> <p><i>Outdoor adventure learning +4 months (EEF Toolkit)</i></p> <p><i>Social and Emotional learning +4 months (EEF Toolkit)</i></p> <p><i>Behaviour interventions +3 months (EEF Toolkit)</i></p>	<ul style="list-style-type: none"> • Social and Emotional intervention groups with our Learning Mentors (including behaviour intervention groups). • Lunchtime nurture group. Playground friends/mentor system will operate for this group of children so that they feel supported at school. 	<p>emotional and behaviour interventions and interventions such as the John Muir Award (outdoor learning), pupils attitudes to learning change and improve.</p>	<p>intervention work with our learning mentors and will be re tested to monitor how well the work is coming along.</p> <p>Various questionnaires will be completed by pupils taking part in PCT interventions to demonstrate the impact of the interventions.</p>		
<p>LAC/post-LAC pupils to be offered 1-1 and/or small group sessions from our Pastoral Care Team to remove barriers to learning.</p> <p><i>Behaviour interventions +3 months (EEF Toolkit)</i></p> <p><i>Social and Emotional learning +4 months (EEF Toolkit)</i></p>	<ul style="list-style-type: none"> • LAC/post LAC pupils will be provided with personalised support from our Pastoral Care Team, as and when required. • No worries (TaMHS) intervention to run (for upper KS 2 pupils) and to include members of this group, where appropriate. • Self-esteem intervention to run (for lower KS 2 and KS 1 pupils) and to include members of this group, where appropriate. 	<p>The EEF Toolkit states that all of these strategies increase the attainment and progress rates of PP pupils.</p> <p>This year, we are developing the support provided to all pupils in order to build resilience in pupils across school. We are developing more small intervention groups, which focus on pupil's mental health, as research shows that a greater emphasis is needed on this in schools.</p>	<p>PCT to be monitored (including some intervention groups) by SLT.</p> <p>Various questionnaires will be completed by pupils taking part in PCT interventions to demonstrate the impact of the interventions.</p>	<p>Kate Nash</p> <p>Claire Jones</p> <p>Liz Brazier</p>	<p>December 2018</p>
<p>PP Parents will engage more positively with the school and will be</p>	<ul style="list-style-type: none"> • Parental Engagement training for all staff and the development of action plan. 	<p>During 2017-18, the HT has been a Professional Partner, working on the SSIF project,</p>	<p>Parent surveys are part of the Parental Engagement project</p>	<p>Claire Jones</p>	<p>December 2018.</p>

<p>better able to support their children at home with their learning.</p> <p><i>Parental engagement +3 months (EEF Toolkit)</i></p>	<p>Support will be provided to individual PP parents to provide them with support regarding supporting learning at home.</p> <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 run parenting classes in the Spring term, inviting all parents to attend. • Autumn term curriculum evening to provide parents with the necessary curriculum information. • Informal coffee mornings and informal exhibitions of children’s work. 	<p>to raise the attainment and progress rates of PP pupils in Shropshire schools. Many schools involved in the project have carried out a Parental Engagement project and the results have been positive. The same project will therefore be organised at Coleham this year. In addition, the EEF Toolkit states that Parental Engagement increases the attainment and progress rates of PP pupils.</p> <p>All parents who have taken part in Shropshire Parenting classes have provided excellent feedback and very often become more engaged in school life. Our PCT leader has therefore trained as a Parental Guidance leader and will deliver the training on site to interested parents.</p> <p>Parent events have had an impact in the past and are well supported by our parents and well received.</p>	<p>and will allow us to analyse the impact of the project.</p> <p>Annual Parental surveys take place in the summer term and will allow us to analyse the impact of the support provided to parents.</p> <p>Parental feedback will be analysed after the open events.</p> <p>Feedback from parents who take part in the Parenting courses will be sought.</p>	<p>Kate Nash</p> <p>Liz Brazier</p>	
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Target budgeted cost					£108,314
<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 for any FSM children who would like this support. • Pay for outside agencies to work with PP children such as The Woodland Trust to run the John Muir Award. • Pay for all PP and FSM pupils to take part in an extra-curricular club termly. 					
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>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><i>Outdoor adventure learning +4 months (EEF Toolkit)</i></p> <p><i>Sports Participation +2 months (EEF Toolkit)</i></p>	<p>All FSM pupils to go on residential trips free of charge. All PP pupils will receive a free place at one of our externally run clubs and one of our internally run clubs.</p> <p>Much time and effort from class teachers and admin staff will be given to ensure that the majority of PP/LAC/post-LAC children sign up to at least 1 club.</p> <p>Forest school club to be run in Spring term for PP/LAC/post-LAC children only.</p>	<p>The EEF Toolkit states that all of these strategies increase the attainment and progress rates of PP pupils.</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, as measured using the PASS survey.</p>	<p>We discuss this individually with all parents of PP/LAC/post-LAC to encourage the children to take part and we offer the places to these children first.</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>Claire Jones</p> <p>Liz Brazier</p> <p>Tracy Othen.</p>	<p>December 2018</p>

<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><i>Digital Technology +4 months (EEF Toolkit)</i></p>	<p>A range of resources are paid for using the PP funding (e.g. leasing 3 interactive whiteboards for group rooms, iPads etc)</p>	<p>If our children have access to great technological resources they will be interested and engaged. If our children are enjoying learning, they will make much better progress. The EEF research also echoes this stance.</p>	<p>The use of these resources are monitored closely by the PP leader and SLT.</p>	<p>Claire Jones</p> <p>Liz Brazier</p>	<p>December 2018</p>
<p>All FSM children to be offered a free place at breakfast club.</p> <p>Extending school time +2 months (EEF Toolkit)</p>	<p>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.</p>	<p>The impact of this is great as children start their day well and are ready and able to learn and concentrate. The EEF research also echoes this stance.</p>	<p>Our PCT approach parents of PP/LAC/post-LAC pupils to offer them this free place.</p> <p>Our School Business Manager will ensure that this is implemented well by observing the club running.</p>	<p>Claire Jones</p> <p>Liz Brazier</p>	<p>December 2018</p>
Target budgeted cost					£13,600
Grande total budgeted cost					£129,800
Surplus					£19,100

6. Review of Expenditure	
Academic Year	2017/18
Total PP Budget	
<p>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.</p>	

Chosen action/approach	Desired Outcome	Impact	Lessons Learnt																																																												
<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 sessions after school for Year 6 PP children. 	<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>Progress and attainment scores for Year 6 for PP pupils in Reading and Maths improved this year and the high scores from last year for PP pupils in writing were sustained.</p> <p>Reading National 2016 Early Years: 63% EXS National 2017 PP KS1: EXS 61%, GD 27% National 2017 NON-PP KS1: EXS 78%, GD 27% National 2017 PP KS2: EXS 77%, GD 29% National 2017 NON-PP KS2: EXS 71%, GD 23%</p> <table border="1"> <thead> <tr> <th>Year Grp</th> <th>No of PP Pupils</th> <th>% PP ARE+ (GD)</th> <th>% non-PP ARE+ (GD)</th> <th>% PP Exp (EXP+) progress</th> <th>% non-PP Exp (EXP+) progress</th> </tr> </thead> <tbody> <tr> <td>Rec</td> <td>8</td> <td>63 (38)</td> <td>92 (35)</td> <td>63 (38)</td> <td>90 (73)</td> </tr> <tr> <td>Y1</td> <td>6</td> <td>83 (67)</td> <td>96 (26)</td> <td>100 (0)</td> <td>98 (11)</td> </tr> <tr> <td>Y2</td> <td>10</td> <td>60 (20)</td> <td>80 (37)</td> <td>60 (0)</td> <td>63 (7)</td> </tr> <tr> <td>Y3</td> <td>10</td> <td>90 (20)</td> <td>86 (37)</td> <td>10 (10)</td> <td>86 (8)</td> </tr> <tr> <td>Y4</td> <td>12</td> <td>75 (0)</td> <td>91 (28)</td> <td>83 (8)</td> <td>79 (11)</td> </tr> <tr> <td>Y5</td> <td>12</td> <td>67 (17)</td> <td>81 (21)</td> <td>83 (0)</td> <td>56 (0)</td> </tr> <tr> <td>Y6</td> <td>15</td> <td>87 (27)</td> <td>93 (36)</td> <td>100 (7)</td> <td>93 (9)</td> </tr> </tbody> </table> <p>Writing National 2016 Early Yrs: 58% National 2017 PP KS1: EXS 52%, GD 15% National 2017 NON-PP KS1: EXS 71%, GD 15% National 2017 PP KS2: EXS 81%, GD 21% National 2017 NON-PP KS2: EXS 79%, GD 18%</p> <table border="1"> <thead> <tr> <th>Year Grp</th> <th>No of PP pupils</th> <th>% PP ARE+ (GD)</th> <th>% non-PP ARE+ (GD)</th> <th>% PP Exp (EXP+) progress</th> <th>% non-PP Exp (EXP+) progress</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Year Grp	No of PP Pupils	% PP ARE+ (GD)	% non-PP ARE+ (GD)	% PP Exp (EXP+) progress	% non-PP Exp (EXP+) progress	Rec	8	63 (38)	92 (35)	63 (38)	90 (73)	Y1	6	83 (67)	96 (26)	100 (0)	98 (11)	Y2	10	60 (20)	80 (37)	60 (0)	63 (7)	Y3	10	90 (20)	86 (37)	10 (10)	86 (8)	Y4	12	75 (0)	91 (28)	83 (8)	79 (11)	Y5	12	67 (17)	81 (21)	83 (0)	56 (0)	Y6	15	87 (27)	93 (36)	100 (7)	93 (9)	Year Grp	No of PP pupils	% PP ARE+ (GD)	% non-PP ARE+ (GD)	% PP Exp (EXP+) progress	% non-PP Exp (EXP+) progress							<p>The gap has decreased in some year groups in some subjects for progress made by PP pupils, though in some year groups and subjects, the gap has increased. There is still a lot of work to be done to ensure that PP pupils make accelerated progress in order to catch up with non-PP pupils in relation to their attainment.</p> <p>There will continue to be a focus on support from our PP teacher as this support has been valuable but more of a focus will be put on quality first teaching being provided to all PP pupils across school.</p> <p>The small tuition sessions which ran for our Year 6 children were valuable and, given that progress and attainment scores for PP pupils in Year 6 reading and writing have improved, this is an intervention that will continue in 2018-19.</p>
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<ul style="list-style-type: none"> Our advanced skills teachers will support more able PP children in school via small group sessions 	More able PP children will receive excellent teaching and will reach “greater depth” by the end of the year.	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.	Continue to provide Year 2 and 6 MA pupils with additional support in all subjects.																																																																																										

during school time.		<p>In Year 6 in R, W and M the % of pupils attaining GD has increased significantly this year. In Year 2, GD scores have decreased in all subjects though this was expected due to the make-up of the cohort this year.</p> <p>Scores for GD PP pupils across school has generally decreased compared to 2017 data. This will, therefore, be a focus for support next year.</p>	<p>Ensure that MA PP pupils are supported and challenged throughout school via quality first teaching (and additional TA support, where necessary) to ensure that progress and attainment scores across school improve across the year.</p>																								
Target budgeted cost			£11,520																								
<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>																											
Chosen action/approach	Desired Outcome	Impact	Lessons Learnt																								
<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/SEN pupils at Coleham in July 2018 was 11, a decrease on last year.</p> <p>Overall, compared to 2017 data, progress rates for this group of pupils have remained quite high though attainment rates have decreased. The impact of the after school tuition for Year 6 children has been great (see above).</p> <p>Reading:</p> <table border="1"> <thead> <tr> <th>Year Grp</th> <th>No of PP/SEN children</th> <th>% PP/SEN making EXS+ progress</th> <th>% PP/SEN achieved EXS+ progress</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>0</td> <td>-</td> <td>-</td> </tr> <tr> <td>Y1</td> <td>0</td> <td>-</td> <td>-</td> </tr> <tr> <td>Y2</td> <td>3</td> <td>100%</td> <td>0%</td> </tr> <tr> <td>Y3</td> <td>1</td> <td>100%</td> <td>0%</td> </tr> <tr> <td>Y4</td> <td>3</td> <td>66%</td> <td>0%</td> </tr> </tbody> </table>	Year Grp	No of PP/SEN children	% PP/SEN making EXS+ progress	% PP/SEN achieved EXS+ progress	Reception	0	-	-	Y1	0	-	-	Y2	3	100%	0%	Y3	1	100%	0%	Y4	3	66%	0%	<p>After school tuition for Year 6 SEN/PP pupils to continue.</p> <p>Support for SEN/PP pupils to continue via TA support and a real focus on quality first teaching for all pupils to ensure that those who are not at the expected level make accelerated progress in order to attain age related expectations.</p> <p>An intervention tracker for PP/SEN children to be developed to track impact of</p>
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<ul style="list-style-type: none"> One to one work/intervention groups with learning mentors 	Children experiencing barriers to learning will be identified and will work alongside our	Impact of 1-1 support from the learning mentors has been great, with children involved developing self-esteem, regulating emotions and friendships in order for them to have less barriers to learning and fulfil their potential. Support has been provided to individuals	This level of support for key PP pupils will continue next year, as the impact has been great. More formal ways of																																																																								

<ul style="list-style-type: none"> • John Muir Award for many of our KS 2 PP children to build their confidence and develop their creative writing skills. • Lunchtime nurture group. 	<p>learning mentors who will aim to remove these barriers to learning.</p>	<p>who struggle to maintain good behaviour and the impact has been great with less behaviour incidents being recorded for key children.</p> <p>Impact of John Muir Award has been great and feedback from pupils, teachers and parents was very positive. Confidence, self-esteem, social skills and organisation have improved in many children and these skills have been translated into the classroom and overall the project has helped to remove barriers to learning.</p> <p>A reduction in behaviour incidents at lunchtime has been noted since support was put in place via PCT.</p>	<p>measuring the impact will be devised and</p>
Target Budget:			£69,925
<p>c) Other Approaches</p> <p>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 PP children go on day trips and residential trips free of charge. • All PP children will receive free places in all clubs/ after 	<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</p>	<p>Music lessons have a huge impact on all pupils who benefit from them, however in 2017-18, we began to provide whole class music tuition to 3 year groups in school. Therefore, we will no longer provide PP pupils with individual tuition as well because there is now no need.</p> <p>Some changes to the Charging and Remissions Policy have been made this academic year as it was felt that not all PP pupils needed financial support to fund school trips and residential trips and that this funding on the part of the school wasn't necessarily having an impact on some PP children's learning. It was, however, having a positive impact on our most vulnerable pupils (current FSM pupils).</p>	<p>The money which was spent on music tuition/PP trips/clubs will be spent on support for PP pupils in the classroom and also on staff training.</p>

school and breakfast club.	important life skills to prepare them for secondary school and life beyond.	FSM pupils now, therefore, receive remissions for all trips (including residential trips), our breakfast and are able to take part in 1 extra-curricular activity free of charge per term.	
<ul style="list-style-type: none"> 3 interactive touchscreen boards are paid for using PP funding 	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.	The whole school data (see above) demonstrates that improvements have been made in relation to the progress and attainment of PP pupils across school in some year groups and in some subjects. Providing our pupils with excellent equipment enhances teaching and learning and has helped many of our PP pupils make very good progress in certain subjects (especially maths).	The lease for these boards will continue to be funded using PP funding as many of the additional intervention groups running for children in school involve PP pupils and these IT resources have definitely improved the quality of teaching and learning during intervention groups.
<ul style="list-style-type: none"> A range of resources are paid for using the PP funding (e.g. books, iPads etc) 	Providing our children with excellent and stimulating resources is of paramount importance, enhances teaching, and allows them to make very good progress.	The whole school data (see above) demonstrates that improvements have been made in relation to the progress and attainment of PP pupils across school in some year groups and in some subjects. Providing our pupils with stimulating and exciting resources enhances teaching and learning and has helped many of our PP pupils make very good progress in certain subjects (especially maths).	Given that we are well stocked in relation to IT hardware and in relation to maths equipment, this will not be a target next year. The money will instead be used to provide high quality training for staff and governors regarding supporting PP pupils in school.
Target Budget:			£20,712
Grande total spend:			£102,157
Surplus of:			-£6,043