

## Collingwood Primary School Pupil Premium Strategy

### Summary information

<b>Financial Year</b>	April 2019-March 2020	<b>Total PP budget</b>	<b>£39561</b> (April 19)	<b>Date of most recent PP Review</b>	November 2019
<b>Total number of pupils</b>	229	<b>Number of pupils eligible for PP</b>	37 pupils 16% 49% have SEN 14% have EHCPs	<b>Date for next internal review of this strategy</b>	Data is reviewed at least termly by teachers and governors but this form will be updated completely in April 2019 in line with the new budget.

### Current Attainment (ie KS2 July 2019 SATs)

	<i>Pupils eligible for PP (at Collingwood)</i>			<i>All Collingwood Pupils</i>	<i>All Pupils Nationally</i>
	<i>All PP</i>	<i>No SEN</i>	<i>with SEN</i>		
<b>% achieving the expected standard or better in reading, writing and maths</b>	43%	60%	0%	66%	65%
<b>% achieving the expected standard or better in reading</b>	57%	80%	50%	81% (105 SS)	73%
<b>% achieving the expected standard or better in writing</b>	57%	60%	0%	72% (107 SS)	78%
<b>% achieving the expected standard or better in grammar, punctuation and spelling.</b>	57%	60%	0%	75%	<b>78%</b>
<b>% achieving the expected standard or better in maths</b>	71%	100%	100%	81% (104 SS)	79%

### Barriers to future attainment (for pupils eligible for PP)

#### Academic barriers which require action in school.

- A. A very high percentage of our eligible pupils also have diagnosed additional Special Educational Needs **49% have SEND 14% have EHCPs**. Noise and movement of people around our very open plan school is a huge sensory issue for several eligible pupils in Yrs 2-5. Anxiety presenting as challenging behaviour is common for these pupils. Partitioning some classrooms would reduce this. There are also very few “purposeful workspaces” for children with sensory needs, other than noisy classrooms. An IT suite has recently been removed and could be refurbished for individual and small group intervention work for eligible pupils and others.

B.	Poor speech and Language and communication skills eg narrow vocabulary, ability to interpret instruction and questions etc This is a town wide issue and a focus for our Partnership group of schools which includes 5 Primaries and a secondary school situated in the town. 2 members of staff are now accredited ELKLAN trainers and plan to disseminate this to all staff during 2019-2020.	
C.	Completion of homework is either irregular or completed without adult support (at home) for some eligible pupils.	
Additional barriers which also require action outside school.		
D.	<b>Special Educational Needs and starting points well below age related expectations are a barrier for 42% eligible pupils.</b>	
E.	<b>Irregular attendance due to hospitalisation or medical conditions are a barrier for some eligible pupils. (Nov 2019 24% of eligible pupils had hospital/paediatrician/SEN assessment appointments in school time between Sept 19 and end of Nov 19)</b>	
F.	<b>Social and Emotional delay due to early childhood trauma/becoming "Looked After" is a barrier for some eligible pupils. (Nov 19 14%)</b>	
Intended outcomes (specific outcomes and how they will be measured)		Success criteria
<b>AD</b>	To diminish the difference between disadvantaged pupils at Collingwood and non-disadvantaged pupils nationally achieving the expected standard at the end of Key Stage 2 in reading, writing, grammar, punctuation and spelling and maths. To increase the % of PP pupils with SEND achieving the expected standard by the end of KS2 Progress data is analysed at least termly in school and across the partnership. Pupil progress meetings and book looks and moderation for targeted pupils take place in reading, writing and maths cross phase and cross school. The School Development plan details specific outcomes for eligible pupils which is monitored by the Pupil Premium Governor. The impact of our interventions in reading, phonics, spelling, writing and maths are evaluated and reviewed at least termly as part of our SDP	For all pupils eligible for Pupils Premium funding to engage in learning, all of the time, have good attendance, develop resilience and anxiety and anger management skills. For sensory needs, particularly noise and people movement to cease to be a barrier to learning and therefore reduce distractions for all pupils. For all Pupil Premium eligible pupils to articulate that they feel secure.
<b>BDF</b>	For improved access to speech, language and communication strategies and personalised interventions aimed at increasing engagement with learning tasks. (ELKLAN) Monitored by the S.E.N.C.O. during One Planning and Senior Staff as part of Lesson visits.	For all eligible pupils within the Woodham Consortium of Schools Partnership to receive support Poor communication skills to cease to be a barrier to learning. The impact of early childhood trauma on social skills is reduced.
<b>BF</b>	To increase % of targeted adult support each pupil receives. All Pupil premium pupils are invited to academic Clubs targeting reading and/or times tables. In addition an LSA runs after school clubs targeting PP eligible pupils who are not accessing our online maths and English programmes at home. (Maths Rock Star/Mathletics and Reading Eggs)	For all eligible pupils to access increased adult support in reading and/or maths. For Club/home learning resources to be better matched to personal needs. For pupils to make accelerated progress. The impact of early childhood trauma on progress is reduced.

<b>E</b>	To minimise the impact of authorised absence for pupils with diagnosed medical conditions. Attendance is monitored weekly by the Headteacher and parents contacted if appropriate. Online medical guidance is sent to parents by our system regarding length of absence. Our school nurse and relevant medical professionals work closely with school.	Pupils access online learning resources, off site. Authorised absence is only as high as necessary for the child's needs.
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**Planned expenditure from April 2019 funding** (ie how we use the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies)

**Quality of teaching for all:**

Intended 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?
Targets for all PP eligible pupils are identified in the SDP. (since July 2018), based on test and data analysis, regardless of ability leading to improved pupil outcomes.	A proportionate contribution towards: <ul style="list-style-type: none"> <li>● partnership with NAHT Aspire (36 pupils)</li> <li>● Supply costs for Eng and Maths Leads to monitor and challenge teachers (1 day per half term Eng and Maths)</li> <li>● NFER assessment tests Yrs 3-6 (24 pupils) 20%</li> <li>● Suffolk reading tests Yrs 2-6 (30 pupils) 13%</li> </ul>	Named Gov responsible for monitoring this section of the SDP. Regular teacher book looks, pupil tracking system and core subject interventions focus on these targets.	This is monitored regularly by SLT, staff and Governors, through the SDP and as part of Gov visits.	Progress towards end of year target is reviewed at least termly by teachers but summary by March 2020
The precise attainment of each pupil is clear and is used to set clear development targets.	The pupil Asset assessment and tracking system was implemented in September 2018 due to our existing system lacking the bespoke data we required. A proportionate contribution towards sustaining this new initiative ie 36 pupils = 16%	NAHT Aspire external adviser challenges staff on this.	All teachers alongside NAHT advisors.	At least termly

<p>Proportionate subscriptions to “Reading Eggs”, “Mathletics (KS1) and Maths Rockstars” (KS2) for all eligible pupils to use at home and at school.</p> <p>Reading Eggs and Maths Rock Star/Mathletics After School Club run by LSA (all eligible pupils are invited to both)</p>	<p>“Reading Eggs” is a motivating resource which allows pupils access to a range of reading materials tailored to the individual’s needs This is was provided to all PP eligible pupils in April 2018 as a trial and then extended to all pupils as it engaged children who would not normally enjoy reading. (36 pupils) 20%</p> <p>“Mathletics” for KS1 (longstanding at Collingwood) and “Maths Rockstars” for KS2 (implemented Feb 2018) for older pupils are aimed at improving pupil’s numeracy and recall of multiplication times tables.(36 pupils) 20%</p> <p>Adult led. Maths and Reading Clubs after school</p>	<p>Pupil Progress meetings. Successful. Pupils engagement is generally good but workshops now planned for all staff and parents.</p>	<p>Mrs A Macartney (Maths Lead)</p> <p>Mrs Outhwaite (English Lead)</p> <p>English and Maths Leads</p>	<p>At least termly</p> <p>At least termly.with additional children invited as required.</p>
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<p>Partitions to separate and reduce noise and movement. (4 partitions separating 6 classes affecting 10 eligible and non-eligible pupils)</p>	<p>The majority of our KS2 eligible pupils find it difficult to concentrate in our open plan school or suffer from anxiety due to movement of people through the building. Formula capital will be used to partition some classrooms during 20192020.</p>		<p>Chris Caton</p>	
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**Total budgeted cost    £2852**

**Targeted support:**

Intended 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?
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For poor communication skills to cease to be a barrier to learning for all PP eligible pupils across the town.	The Woodham Consortium of schools have been working in partnership for the good of all of the children of the town, for over 20 years, and feel passionate that this should continue in these times of shrinking school budgets. The current focus is speech and language and communication needs based on our analysis of PP eligible pupils. further work is intended on "sustained reading" during 2019-2020. Release time for 2 ELKLAN trained staff to carry out lesson visits for targeted pupils (0.5 days per class) These are funded from the school's budget. SENCO time to work with eligible pupils for whom ELKLAN features on EHCPs or One Planning (15 eligible pupils)	A proportionate school contribution towards Partnership work.	Partnership Headteachers and Governors from each school  2 ELKLAN trained staff per school	At least half termly reports from the Partnership to Partnership Governors.
Additional Teacher (Mrs Dodge) Intervention Groups for Eligible pupils of all ages who are not making expected progress in reading, writing or maths in any year group	Last year we concluded that adult led small group and individual support had the greatest impact on pupil attainment. (currently 7 hrs 30 mins additional LSA support and 16 hrs 15 mins additional teacher support)	Individual pupil attainment and progress is monitored before and after intervention. Ongoing. Clearly impacts for pupils with good attendance.	Mrs Dodge  Teachers	At least termly.
Additional LSA (Mrs Rodda) to carry out intensive reading project for children who are "well below " age related	Pupils who participated in this, who had good attendance, made accelerated progress in reading and spelling last year.	Individual pupil attainment and progress is monitored before and after intervention.	Mrs Rodda  SENCO  Teachers	At the end of each programme.
expectations for 1hr 30 per day (usually KS1 pupils)		Ongoing. Clearly impacts for pupils with good attendance.		
BCCS qualified Play Therapist (0.5 days per week)	Collingwood previously employed a qualified play therapist funded by BAP grants which have now ceased. Many Pupil Premium eligible pupils have anxiety or anger which leads to disengagement and/or challenging behaviour.  Our longstanding relationship with BCCs is something proven to have a positive impact on behaviour and engagement for all families involved. Pupils say that they feel more secure, and develop resilience and a wide range of self-management and emotional literacy skills.	Regular review of impact. Sessions are not indefinite.	SENCO Parents Pupils Teachers	Before and after a sequence of sessions.
<b>Total budgeted cost</b>			<b>£34219</b>	

**Other approaches:**

Intended 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?
Lunch Time Club – a quiet social alternative to outside playtime/eating in the hall (1 x MDA on a rota)	Some pupils prefer to be inside or need a quiet, more structured environment. April 2017 Pupils say that they feel safe and are happier playing inside, particularly those with sensory needs. April 2018 Less frequent challenging behaviour from several pupils in KS1 and KS2 who spend part of their playtime at the Club. Reduced anxiety for at least one pupil with SEND. April 2019 Pupils attending the Club report that they like “chatting to an adult” and “playing inside when it is cold.”	Part of One Planning for pupils with SEND. As required for other pupils. Ongoing.	Mrs Minister Mr Caton	Sept 2019 - March 2020
Growth Mindset resources	Packtypes Mini (used for development of self-awareness/positive self image)	One planning paperwork will record impact	Mrs Minister	March 2019
Collingwood is a registered Foodbank Hub and is able to issue	Our FSM continue to rise over time with many families renting privately in the town. Parental Contributions for trips have fallen and several families are in severe financial difficulties.	Monitored by Food bank. Vouchers only given if success criteria is met.	Headteacher and main office staff.	March 2019
vouchers to eligible families.	Foodbank vouchers are rarely requested but we are proactive in approaching families who we feel may benefit or if we are made aware by other agencies that a family is in need. We regularly advertise that vouchers can be requested from us.	Monitored by Food bank.		None requested Nov 19  2 families known to be using food bank through other agencies.
<b>Total budgeted cost</b>				<b>£2490</b>

July 2018/March 2019 Review of expenditure Academic year 2018-2019 (April 2018 funding)			
Barrier Addressed	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)	Total Cost £50440 (38 pupils)
<b>Quality of Teaching for All:</b>			
A high % of our eligible pupils also have SEND (medical, academic and often sensory)	<p>Personal Best boards developed further to reflect individual achievement.</p> <p>Learning stars reflect effort made with work and team points for good behaviour/manners (introduced Sept 2018)</p> <p>Pupils with SEND made expected progress, from a low starting point, even if they do not meet age related expectations.</p> <p>A statemented KS2 PP eligible pupil made EXE in all and GD in all but one subject in 2018.</p> <p>Verbal, Child led marking has led to increased ownership of learning by pupils, increased regularity of feedback and improved Learning Behaviour for the majority of eligible pupils.</p> <p>Interventions to meet specific needs led by Mrs Dodge, Mrs Rodda, Mrs Crisp, Mrs Minister and Mrs Peek.</p>	<p><b>High impact:</b> To introduce child led marking beyond English and Maths books.</p> <p><b>High impact:</b> Ongoing Partnership with NAHT Aspire has facilitated and developed out marking processes over the past year and continues to impact on pupil outcomes positively. To work on knowledge planners for the wider curriculum next.</p> <p><b>High Impact:</b> Intervention groups across the school led by specialist trained staff have the highest impact on pupil progress. This will continue. In addition to this Senior staff all lead weekly curriculum clubs which target specific pupils in reading, phonics, grammar, spelling and maths at no cost to the school. This must continue.</p>	<b>£38616</b>
Poor speech, language and communication difficulties for some pupils.	<p>Data analysis by our School Improvement Partnership led to a focus on the need to develop early speech and language and communication skills for pupils across the town. 2 members of staff attended th intensive 10 week accredited ELKLAN programme during the Autumn term.</p> <p>Dyslexia Screening for 2 pupils.</p>	<p>This training is now being disseminated amongst all staff at Collingwood. The town wide group will continue to peer support and review.</p> <p>Impact to be reviewed after implementation from April 2019. See 2019-2020 plan.</p>	<b>£1532</b>
<b>Targeted Support:</b>			
Completion of homework and access to extra – curricular activities and experiences for financial reasons	% pupils in Yr 6 PP pupils predicted to attain EXE and GD in Sum 2019 has improved since September 2018.	Not all eligible pupils attend despite being offered up to 4 sessions per week during term time. Fridays are poorly attended so reduced to 4 days Sum 2017 and ceased at Christmas 2019 as it was not impacting on the correct pupils	<b>£8834</b>

	<p>New targeted clubs for reading, spelling, phonics and maths run by SLT from Oct 2019.</p> <p>Clubs for Reading  Eggs and Mathletics planned for summer term (lighter evening increase uptake) Achievement assembly and data evidence shows increased participation by pupils.</p> <p>Purchase of CGP study books for all eligible pupils to use at home.</p> <p>No pupil in Yr 6 pupils did not attend residential due to financial reasons in Oct 2019.</p>	<p>and was seen as free childcare by some. . Darker evenings also decrease attendance.</p> <p><b>Med-high Impact.</b> Online learning subscription uptake has increased due to focus on these in lesson time.</p> <p><b>Low Impact.</b> Pupils say these are not being used. Discontinued.</p> <p>Need to increase to £150 per PP eligible pupil from April 2019 for residential contribution as total cost has increased to £305. <b>Low- Med Impact Reviewed for April 2019.</b></p> <p>Need to continue to fund £20 per pupil for trips/clubs for all PP eligible pupils EYFS-Yr 5 due to increasing number of families in financial difficulty/using foodbank etc. <b>Med-high Impact but no longer able to provide this due to reduced funding and higher costs. No longer sustainable.</b></p>	
<p>Fixed mindset and low aspirations and expectations of what pupils can achieve (for some) and Perception and “Cause and Effect” Difficulties</p>	<p>Learning stars have had a dramatic impact in helping pupils to be able to articulate their learning behaviour and most now recognise that achievement comes from sustained effort not luck. (introduced Sept 2018)</p> <p>Many more pupils are able/willing to “purple polish” their work and see this as part of the learning process not failure.</p> <p>Analysis of ability to understand cause and effect, perception and middle ground have led to significant changes in the way that staff speak to some pupils.</p> <p>Many pupils now routinely say “I can’t do it YET.” And are articulate about “Challenge” and self-improvement. Older pupils are able to explain that they have a “growth mindset” or that they are “growing their brain.”</p>	<p><b>Med- High Impact Continued.</b></p> <p>To be reviewed regularly as part of our work with NAHT Aspire.</p>	<p><b>£356</b></p>
<p>Inability to access learning due to Poor Learning Behaviour/Anxiety/anger/trauma etc</p>	<p>School Counsellor/Playtherapist. Meets with pupils regularly (1 afternoon per week in school)</p> <p>All pupils who have attended have benefitted. Improved attendance for some pupils.</p> <p>Improved engagement with school for some families.</p> <p>Happier pupils who feel safe.</p>	<p>This is effective and needs to be ongoing during 2019-2020. This was partially funded by PP funding and BAPs Funding and is currently only funded until July 2018.</p> <p><b>Low-High Impact dependant on pupil. PP funding will be needed to sustain this service for targeted pupils. £2200 per annum from April 2019</b></p>	<p><b>£950</b></p>

Other approaches:

Online Safety All pupils attended Online Safety workshops led by “The 2 Johns” in September 2018. This was fully funded by our PTA. All staff attended training on this and all parents were offered a place at the evening workshop. Feedback was very positive. This is something we plan to run again as a Partnership of Schools working together to benefit pupils across the town. **High Impact. Partnership Focus to repeat in Aut 2019. £152**