



Collingwood Primary School's Pupil Premium Strategy Statement

April 2020 – March 2021

School overview

Metric	Data
School name	Collingwood Primary School
Pupils in school	235 (March 2020)
Proportion of disadvantaged pupils	18% (42 pupils)
Pupil premium allocation this academic year	£59017
Academic year or years covered by statement	April 2020-July 2020 September 2020-March 2021
Publish date	April 2020
Review date	July 2020, Dec 2020 and March 2021
Statement authorised by	Mrs A Buckland-Garnett (Headteacher)
Pupil premium lead	Mrs A Buckland-Garnett (Headteacher)
Governor lead	Mrs H Phelps-Knights

Disadvantaged pupil progress scores for last academic year

Measure	Score (Summer 2019)
Reading	-2.49
Writing	-2.58
Maths	-1.91

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard in all 3 subjects at KS2	All Disadvantaged: 43% Disadvantaged with no SEN: 60%
Achieving high standard in all 3 subjects at KS2	All Disadvantaged: 0% Disadvantaged with no SEN: 0%

Measure	Activity
Priority 1	To increase the % of disadvantaged pupils attaining age related expectations in phonics by the end of KS1 (64% in 2019) and spelling by the end of KS2.
Priority 2	To increase the % of disadvantaged pupils attaining age related expectations in reading by the end of KS2. (57% in 2019)
Barriers to learning these priorities address	40% of disadvantaged pupils have additional SEN, 10% have ECHPs and/or speech and language difficulties which are often a barrier in reading (inference) and maths (reasoning) and spelling at KS2. Many did not reach the expected phonics standard in Year 1 due to their SEN. 29% of disadvantaged pupils have been at Collingwood less than 2 years. <i>March 2020: 90% of disadvantaged pupils who have been here more than 12 months and do not have SEN, are at age related expectations in all 3 subjects.</i>
Projected spending	Additional adults (usually Mrs Dodge, Mrs Rodda and Mrs Minister and class LSAs) to carry out regular individual and small group work interventions in phonics and reading.(see costs below)

	A proportionate contribution towards annual costs for termly Phonics Bug Subscription and the purchase of additional phonics Bugs reading books, suffolk reading tests. £2182
--	--

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 2020
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 2020
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)	July 2020
Phonics	For all disadvantaged pupils without SEN and some with, to meet the expected standard at the end of Yr 1	June 2020
Other	For all disadvantaged pupils to complete homework regularly.	weekly

Targeted academic support for current academic year

Measure	Activity
Priority 1	Identify pupils and set up individual and small group phonics, writing, spelling interventions for disadvantaged pupils who are not making expected progress. Continued implementation of and assessment using Collingwood's own phonics/word recognition programme (see back of communication books)
Priority 2	Identify pupils and set up individual and small group reading interventions for disadvantaged pupils who are not making expected progress. Support KS2 disadvantaged pupils in "Whole Class Read" lessons. Ensure that pupils read to adults regularly and receive feedback. Encourage a love of reading. Purchase additional "Phonics Bug" books and resources that are well matched to pupils phonic abilities. Analysis of termly reading assessments eg NFER test, Suffolk Reading test, Words per minute, etc are used to inform teaching for individuals
Barriers to learning these priorities address	For pupils who do not meet expectations in phonics and maths, pre-existing Speech and Language difficulties and S.E.N. are often a barrier. For pupils who do not meet expectations in reading and writing, phonics, infrequent reading to adults at home, poor motor skills, stamina for writing and S.E.N. are often barriers. Attendance is <90% for some eligible pupils. Some of this is authorised (hospital appointments/illness etc) but not all. Good attendance is recognised and celebrated by our Learning Ambassadors.
Projected spending	Additional adults (usually Mrs Dodge, Mrs Rodda and Mrs Minister and class LSAs) to carry out regular individual and small group work interventions in phonics and reading. £38275 Intervention resources and consumables £2000 Intervention training for staff £2000 A proportionate contribution towards annual costs for termly NFER tests for pupils in Yrs 2-6, Pupil Asset/Compass Assessment system. £2560 Cost associated with further dissemination of staff training in Elklan (speech and Language) £800 1 day per term cover for English Lead to assess or work with pupils and support teachers + 1 day assessment £800 1 day per term cover for Maths Lead to assess or work with pupils and support teachers + 1 day assessment £800

Wider strategies for current academic year

Measure	Activity
Priority 1	For all disadvantaged pupils to have a quiet learning environment with adult support in which to complete weekly homework and/or additional learning activities.
Priority 2	For all pupils to have access to online reading resources at home and at school and to use these regularly. (eg Reading Eggs, Reading Bugs, Jolly Phonics etc)
Barriers to learning these priorities address	Not all pupils complete homework, have a quiet space at home to work or have regular adult support with homework. Some unauthorised absence is condoned by parents eg term time holidays.
Projected spending	Homework club staffing and resources x2 per week £3975 Staffing of Lunch club x5 days per week £2570 A proportionate contribution to annual Woodham Schools Partnership contribution £555

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	40% of disadvantaged pupils have additional SEN, 10% have ECHPs and/or speech and language difficulties which are often a barrier in reading (inference) and maths (reasoning) and spelling at KS2. Many did not reach the expected phonics standard in Year 1 due to their SEN. 29% of disadvantaged pupils have been at Collingwood less than 2 years. <i>March 2020: 90% of disadvantaged pupils who have been here more than 12 months and do not have SEN, are at age related expectations in all 3 subjects.</i>	Subscriptions to online learning in English and Maths which pupils can use in school and at home. Continued training for KS1 and KS2 staff in implementing ELKLAN (speech and language programme for all ages) Purchase of assessments eg NFER, Suffolk Reading tests, Pupil Asset etc
Targeted support	For pupils who do not meet expectations in phonics and maths, pre-existing Speech and Language difficulties and S.E.N. are often a barrier. For pupils who do not meet expectations in reading and writing, phonics, infrequent reading to adults at home, poor motor skills, stamina for writing and S.E.N. are often barriers. Attendance is <90% for some eligible pupils. Some of this is authorised (hospital appointments/illness etc) but not all.	Mrs Dodge and Mrs Rodda to work with individuals in class and small groups in/out of class on bespoke interventions. (Maths, reading, writing, spelling and phonics) Additional differentiated daily phonics groups in KS1 and KS2 led by the S.E.N.C.O. Purchase additional "Phonics Bug" books and resources that are well matched to pupils phonic abilities. Attendance is monitored weekly by the Headteacher and our Learning Ambassadors and at least termly by The Governing Body. Parents are contacted as appropriate. No term time holidays are authorised at Collingwood.
Wider strategies	Not all pupils complete homework, have a quiet space at home to work or have regular adult support with homework. Some unauthorised absence is condoned by parents eg term time holidays.	Homework Club offered at least weekly to all eligible pupils (before and after school) Lunch Club

		<p>Bccs (Qualified children's Play Therapist) to reduce anxiety and improve attendance and engagement in learning. £2500</p> <p>Continued work with The Woodham Partnership of Schools (staff training, joint funded activities and parent support etc)</p>
--	--	--

Review: last year's aims and outcomes

Aim	Outcome
Attainment by the end of KS2 in all 3 subjects	Our outcomes fluctuate due to SEN and pupil mobility. For disadvantaged pupils with no SEN, 66% of pupils attained expectations in all 3 subjects in 2018 compared to 60% in 2019. 2 of the 3 pupils without SEN, who did not meet the standard, joined Collingwood in Yrs 5 and 6.
Improved access to speech and language and communication strategies.	Collingwood now has 2 teachers with the ELKLAN accreditation. This is now being used across the school for pupils with SEN and is beginning to be incorporated in curriculum planning for all pupils.
Increased % of targeted adult support for pupils.	Changes to the timing of homework club last year, increased club attendance. Pupil outcomes for the Year 4 multiplication trial showed that recall had improved for pupils who had used online maths resources regularly.
Building works: Noise reduction and decreased distractions produced by an open plan environment.	A huge success reported by both staff and pupils. Warmer too!