

**Colmers Farm Pupil Premium**  
**Plan 2017 – 18**

Financial Year	Amount of Pupil Premium Funding
2017- 18	£322,971

	2016 - 17	2017 --18
Number of disadvantaged pupils	188	188
Number of LAC children	6	6

**What is Pupil Premium?**

The Pupil Premium is additional funding to help schools close the attainment gap between children from low income families and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been continuously looked after for at least 6 months (LAC) the school receives an amount per head within their budget. This has risen each year to the current amount of £1320 per pupil.

Colmers Farm Primary School is committed to ensuring maximum progress for all groups of children and strives to close any gaps. At Colmers Farm Primary we actively promote equality of opportunity for all staff, governors, pupils and parents, creating a community where all can succeed.

We have a clear, strategic approach to the use of Pupil Premium funding and plans are integrated into wider school support and improvement systems. These are monitored and evaluated robustly and on a regular basis. In depth analysis ensures that the correct support and strategies are identified to maximise progress of all pupils.

Strong leadership systems ensure that Pupil Premium funding has the necessary impact. This includes one identified governor having responsibility for Pupil Premium, the Head of School leading the development plan and a coordinated strategic leadership approach to implementing plans. All matters relating to the Pupil Premium are reported back to the Governors ensuring that the school is held to account for the impact of spending.

**Key Priority:**

To close the disadvantage gap by addressing inequalities and raising the attainment of those pupils in low – income families.

**What do we expect to see:**

- Targeted additional support strategies which result in every student, however financially disadvantaged, being able to have full access to our curriculum and all our extra – curricular experiences. All students in the target group who are currently underperforming because of the impact of their disadvantaged background will make improved progress leading to the narrowing of any attainment gaps.
- Attainment across the school is in line with the national average for all groups of pupils
- ‘Diminishing the Difference’ between Free School Meals and non-Free School Meals pupils within school.
- Underachieving children are contacted from school, parents engaged and support accepted and progress rates improve
- Participation in school extra-curricular activities, clubs, trips, sport etc. is monitored and matches school average

### Data Highlights from Summer 2017

<b>EYFS</b>				
	<b>2016</b>		<b>2017</b>	
	% of pupils achieving ELG		% of pupils achieving ELG	
Disadvantaged Pupils (36)	50%		Disadvantaged pupils	40%
Other pupils (25)	64%		Other pupils	60%
<b>Difference</b>	<b>-14%</b>		<b>Difference</b>	<b>-20%%</b>
National gap (2016)	-18%		National gap (2017)	nyp

The gap between PPP and non-PPP has increased again this year.

<b>Year 1 Phonics</b>				
	<b>2016</b>		<b>2017</b>	
	% of pupils achieving expected outcomes		% of pupils achieving expected outcomes	
Disadvantaged Pupils (34)	41%		Disadvantaged pupils (35)	57%
Other pupils (25)	92%		Other pupils (22)	68%
<b>Difference</b>	<b>-51%</b>		<b>Difference</b>	<b>-11%</b>
National gap (2016)	-8%		National gap (2017)	%

There has been a 16% increase this year on PPP achieving expected outcomes. The gap with Non-PPP has been dramatically reduced from 2016. PPP outcomes are still below LA averages (75%).

<b>KS1</b>							
Percentage at expected or greater depth	<b>2016</b>			Percentage at expected or greater depth	<b>2017</b>		
	Reading	Writing	Maths		Reading	Writing	Maths
Disadvantaged Pupils (34)	32%	12%	24%	Disadvantaged pupils (34)	44%	29%	35%
Other pupils (24)	71%	25%	46%	Other pupils (26)	69%	38%	77%
<b>Difference</b>	<b>-39%</b>	<b>-13%</b>	<b>-22%</b>	<b>Difference</b>	<b>-25%</b>	<b>-9%</b>	<b>-42%</b>
National gap (2016)	-16%	-17%	-17%	National gap (2017)	-17%	-19%	-18%

PPP outcomes in reading, writing and maths have improved this year from 2016, though they are still well below LA averages (66%, 58% and 64% respectively). The growing difference in PPP and Non-PPP in maths is a real cause for concern.

KS1							
Percentage working at greater depth	2016			Percentage working at greater depth	2017		
	Reading	Writing	Maths		Reading	Writing	Maths
Disadvantaged Pupils (29)	0%	0%	0%	Disadvantaged pupils (34)	6%	3%	0%
Other pupils (31)	4%	0%	0%	Other pupils (26)	8%	0%	0%
Difference	%	0%	0%	Difference	-2%	3%	0%
National gap (2016)	-16%	-9%	-10%	National gap (2017)	14%	-10%	-12%

Two PPP achieved greater depth in reading and one in writing.

KS2							
Percentage of pupils who attained a scaled score of 100 or +	2016			Percentage of pupils who attained a scaled score of 100 or +	2017		
	Reading	Writing	Maths		Reading	Writing	Maths
Disadvantaged Pupils (32)	61%	69%	44%	Disadvantaged pupils (36)	61%	67%	39%
Other pupils (24)	46%	58%	50%	Other pupils (22)	64%	77%	45%
Difference	+15%	+11%	-6%	Difference	-3%	-11%	-7%
National gap (2016)	0%	0%	0%	National gap (2017) – To national others	-7%	-7%	-7%

PPP outcomes in reading and writing were comparable with LA averages (60% and 67% respectively). Maths outcomes for PPP were well below LA averages (65%)

KS2							
Percentage of pupils who attained at greater depth	2016			Percentage of pupils who attained at greater depth	2017		
	Reading	Writing	Maths		Reading	Writing	Maths
Disadvantaged Pupils (32)	3%	0%	6%	Disadvantaged pupils (36)	6%	3%	11%
Other pupils (24)	8%	13%	8%	Other pupils (22)	32%	9%	27%
Difference	-5%	-13%	-2%	Difference	-26%	-6%	-16%
National gap (2016)	0%	0%	0%	National gap (2017) – To national others	-4%	-3%	%

LA PPP outcomes in reading, writing and maths were 13%, 8% and 15% respectively.

PP Plan 2017/18	Pupils on Roll:	Targeted pupils	Cost from PP funding	New or continued	Monitored by	Intended outcomes
Focus	What this does					
Additional Teaching Support	An additional teacher in Years 3, 6 and Early Years to improve outcomes in reading, writing and maths.	Year 3, 6 and EYFS	£76,962	new	HT/ SLT	Pupil teacher time increased.  Gaps diminishing between pp and non pp pupils.  Attainment in year raised. Achievement and Progress maximized.
Additional Teaching Assistant Support	Support in class for identified year groups from trained Teaching Assistants, developing reading, writing and maths interventions.  Catch up reading sessions at playtimes Reading project work , 15 mins at lunchtime.	All PP pupils  Focused PP pupils	£80,000	new	HT/SLT/Senior staff  Eng lead/SLT	Self-confidence and participation/motivation increased for targeted pupils. Attainment gaps diminishing. PPP make accelerated progress  Lost learning reduced, and reading outcomes improved.
Pastoral Support	Play therapist to support with behavior choices	All PP pupils	£40.000		HT/SLT	Behaviour choice supported with small group/ individual support. Behaviour through focused groups.
Malachi family support	Additional pastoral support  Supports key families with emotional distress/ chaotic lives.	PP pupils  Spec key PP families	£5,750  £12,000	New	DEp HT	Attendance increases Exclusions decrease Learning improves Emotional wellbeing of family improves

<p><i>My Concern</i></p> <p><i>All teacher/TA performance management objectives linked to PPP</i></p>	<p><i>Enables all staff to clearly log CP concerns more effectively.</i></p> <p><i>Increases focus on PPP outcomes.</i></p>	<p><i>All PPP</i></p> <p><i>All PPP</i></p>	<p><i>£567</i></p> <p><i>£2000</i></p>	<p><i>New</i></p>	<p><i>Dep HT</i></p> <p><i>HT/SLT</i></p>	<p><i>Home structures improved enabling homework to be completed.</i></p> <p><i>PPP are safer.</i></p> <p><i>Tchrs/TAs focus on PPP through their own perf development.</i></p> <p><i>Outcomes for key PPP improves rapidly.</i></p>
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<i>Learning mentor</i>	<i>Assists PPP with strategies to improve learning.</i>	<i>All pupils</i>	<i>£32,242</i>	<i>new</i>	<i>HT</i>	<i>Attainment of PPP rises to diminish the difference with non-PPP.</i>
<i>COB – behavior support</i>	<i>Provides early intervention and support to prevent exclusions</i>		<i>£4,370</i>		<i>HT/SLT</i>	<i>Reduction in the number of exclusions of PPP.</i>
<i>Educational Psychologist</i>	<i>Provides support / educational advice for individual PPP</i>	<i>PPP</i>	<i>£4,369</i>		<i>HT/SLT</i>	<i>The number of exclusions for individual pupils To provide advice for teachers on strategies for improving targeted pupils' progress.</i>
<i>Speech and Language Service</i>	<i>Provides support / educational advice for individual PPP</i>	<i>PPP</i>	<i>£6,000</i>		<i>HT/SLT</i>	<i>Advice provided for teachers on strategies for improving targeted pupils' progress. Progress and attainment of PPP improved.</i>
<i>Teacher Coach</i>	<i>Teachers providing additional support/ strategies for improving pupil progress. Adding challenge to teachers' expectations and lesson planning.</i>	<i>PPP</i>	<i>£11,500</i>		<i>HT/SLT</i>	<i>Advice provided for teachers on strategies for improving targeted pupils' progress. Progress and attainment improved of PPP.</i>
<i>Breakfast Club</i>	<i>Providing a healthy breakfast for those PPP who may not have breakfast in the morning at home. Staffed by 3 TAs per morning.</i>	<i>PPP</i>	<i>£4811</i>		<i>HT/SLT</i>	<i>Children start the school day with proper sustenance, thus enabling them to be able to concentrate on learning.</i>

<i>Additional tuition</i>	<i>£28 per hour x 3 hours per week)</i>	<i>PPP</i>	<i>£5,000</i>		<i>HT/SLT</i>	<i>Additional tuition provided for Year 6 pupils prior to SATs. Improved outcomes for PPP in Year 6.</i>
<i>Easter school</i>	<i>5 days of extra tuition for year 6</i>	<i>PPP</i>	<i>£6000</i>			
<i>To subsidise travel costs for swimming</i>	<i>To ensure that PPP in Year can attend swimming lessons.</i>	<i>PPP</i>	<i>£1,750</i>		<i>HT/SLT</i>	<i>PPP attend swimming lessons.</i>
<i>Transport for RW.</i>		<i>PPP</i>	<i>£1,200</i>			
<i>To purchase 'Growing Gains' (science)</i>		<i>All PPP</i>	<i>£5000</i>			<i>Broadening horizons .</i>
<i>KES Broadening horizons days</i>		<i>Key PPP</i>	<i>£300</i>			
<i>Parent link worker</i>	<i>Working with parents to improve attendance.</i>	<i>PPP</i>	<i>£3,039</i>			<i>Attendance of PPP improves, thus ensuring they can make better progress and improve attainment.</i>
<i>Prof Dev-Team Teach training</i>	<i>Supporting all staff effective strategies to deal with poor behaviour.</i>	<i>All</i>	<i>£1,000</i>		<i>Ht/SLT</i>	<i>Behaviour improved in school. Quick de-escalation of potentially difficult situations involving pupils.</i>
<i>Sound Training</i>	<i>Providing specific Sound Training (word Segmentation),</i>	<i>Key PPP in year 5</i>	<i>£ 2500</i>	<i>New</i>	<i>Eng lead</i>	<i>Reading outcomes improved</i>
<i>Challenge in planning lessons</i>	<i>Enabling teachers to plan effectively for PPP.</i>	<i>All</i>	<i>£300</i>	<i>New</i>	<i>SLT</i>	<i>Lessons enable PPP to aspire and achieve. Growth Mindsets.</i>
<i>Specific PD... Thrive training/CP/T4Wr/</i>	<i>Enabling PPP to achieve</i>	<i>All</i>	<i>£3000</i>	<i>new</i>	<i>SLT</i>	<i>Lesson quality and emotional support improves, envabling PPP to achieve.</i>



**Strategies showing impact to date:**

- Additional teachers in Year 6 and EYFS to support specific pupil premium, pupil groups
- Additional teacher in EYFS to support specific pupil premium, pupil groups
- Breakfast club supporting parents of pupil premium children

**Plans for future funding include:**

- Explore feasibility of reducing class sizes in EYFS, KS1 and KS2
- Audit impact of current plan/ spend on PPP outcomes and adjust/ revise plan as appropriate.
- Adopt good practice from local/ national initiatives to ensure maximum impact from our PPP spend.
- Fund a 'Walking Bus' to improve attendance and reduce lateness.

**Tracking and intervention:**

The progress and achievement of all pupils is monitored half termly and termly. Any pupil who is need of intervention is identified and the necessary support is put in place. This is led by the Headteacher, the SLT and the leader for SEND. All staff are fully aware of pupils in their class and any specific needs the pupils may have. At Pupil Progress meetings all staff are held to account for the progress of all pupils and especially 'Diminishing the Difference' between non FSM pupils and FSM pupils.

**Resources and staffing:**

The contribution from pupil premium will provide a range of intervention programmes to help children reach their full potential in Literacy and Numeracy.