Pupil premium strategy statement (Primary)

School overview

Metric	Data
School name	Colmers Farm Primary School
Pupils in school	400
Proportion of disadvantaged pupils	60%
Pupil premium allocation this academic year	£296,460
Academic year or years covered by statement	2019-21
Publish date	02 December 2019
Review date	
Statement authorised by	David Williams
Pupil premium lead	Sanjit Duggal
Governor lead	

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-3.7
Writing	-7.9
Maths	-4.6

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	33%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To improve the outcomes of disadvantaged children
Priority 2	To improve the cultural capital of disadvantaged children
Barriers to learning these priorities address	The significant attainment gap between disadvantaged and non-disadvantaged children.
Projected spending	£160000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve at least national average score in KS2 reading.	Sept 21
Progress in Writing	Achieve at least national average score in KS2 writing.	Sept 21
Progress in Mathematics	Achieve at least national average score in KS2 maths.	Sept 21
Phonics	Achieve national average expected standard in PSC	Sept 21
Other	Improve attendance of disadvantaged to national average (9%)	Sept 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity
Priority 1	To raise the quality of teaching for all children, including those eligible of Pupil Premium
Priority 2	Ensure all staff are providing children with a vocabulary rich environment
Barriers to learning these priorities address	Ensuring staff have secure subject knowledge will increase children's exposure to rich and diverse vocabulary, thus raising language development
Projected spending	£61807

Targeted academic support for current academic year

Measure	Activity
Priority 1	To ensure teaching strategies are embedded across the school (including Teaching for Mastery, Talk for Write and Read, Write Inc. Phonics)
Priority 2	To improve the reading fluency of Year 5, including disadvantaged children
Barriers to learning these priorities address	Children will have a deeper understanding of key concepts, which will prepare them for the next key stages in their lives.
Projected spending	£9125

Wider strategies for current academic year

Measure	Activity
Priority 1	Ensure children coached through difficult situations that prevent unwanted behaviour.
Priority 2	Ensure that pupils start the day with a good breakfast
Barriers to learning these priorities address	Pastoral team to support during unstructured time (break and lunchtime). Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£76990

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff subject knowledge enhancement training	Use of INSET days and additional cover being provided by teaching assistants for teachers to be supported with planning and preparation of lessons.
Targeted support	Teachers will need to ensure children's gaps in learning are easily identified and targeted so provision can be implemented quickly	Teachers will be trained on using Provision Tracker and O-Track. Teaching coaches within the MAT (Michelle Davies and Helen Hackett) will work closely with key year groups to narrow the attainment gap. SLT to provide support during PPA sessions and deliver team lessons.
Wider strategies	Engaging the families facing most challenges	Working closely with the community and other local schools to ensure children are supported through transitional periods.

Review: last year's aims and outcomes

Aim	Outcome
Quality first teaching ensures high focused lesson design with challenging objectives and high demands of pupil involvement and engagement with their learning.	High proportion of temporary staff meant that teaching was inconsistent. Monitoring showed that there was good practise in some year groups leading to better PP outcomes, however this was not consistent enough to ensure improved outcomes in all year groups
All children eligible for pupil premium close the attainment gap with their non-disadvantaged peers in mathematics across the whole school by a minimum of 10%. (December 2018 EYFS -8%, Year 1 17%, Year 2 41%, Year 3 12%, Year 4 42%, Year 5 26%, Year 6 24%). All children eligible for pupil premium close the attainment gap with their non-disadvantaged peers in reading across the whole school by a minimum of 10%. (December 2018 EYFS -0%, Year 1 14%, Year 2 16%, Year 3 14%, Year 4 23%, Year 27%, Year 6 16%). All children eligible for pupil premium close the attainment gap with their non-disadvantaged peers in writing across the whole school by a minimum of 10%. (December 2018 EYFS -20%, Year 1 13%, Year 2 13%, Year 3 -6%, Year 4 22%, Year 5 12%, Year 6 13%).	**Maths** End of summer data showed that children from Year 2 to Year 5 performed better than their non-disadvantaged peers. (Summer 2019 EYFS -23%, Y1 -2%, Y2 +14%, Y3 +7%, Y4 +1%, Y5 +6%, Y6 -14%) **Reading** End of summer data showed that children from Year 2 to Year 6 performed the same or better than their non-disadvantaged peers. (Summer 2019 EYFS -29%, Y1 -5%, Y2 +13%, Y3 0%, Y4 +2%, Y5 +4%, Y6 +6%) **Writing** End of summer data showed that children from Year 2, 3 and 5 performed better than their non-disadvantaged peers. (Summer 2019 EYFS -26%, Y1 -2%, Y2 +3%, Y3 +11%, Y4 -4%, Y5 +11%, Y6 -9%)
All children eligible for pupil premium need to make at least expected progress from their different starting points to diminish the difference when compared to their non-pupil premium counterparts. This will mean pupil premium children making accelerated progress will need to be above the national average for non-pupil premium children, as measured by end of key stage assessments.	In all year groups, the percentage of children now on track based on pre and end of year assessments has improved.

The number of children working at greater depth at the end of each key stage improves, and we diminish the difference between disadvantaged pupils and other. Those PP children exceeding at EYFS or working at greater depth in KS1 make at least expected rates of progress to match the progress of their peers. This will be measured across all year groups using standardised tests, teacher assessment, moderation across the consortium schools and teaching alliance schools and end of key stage data. *PP children who were 3 in EYFS to GDS year 2 (Dec 18 R 0% W0% M 0%) GDS Year 2 to GDS Year 6 (Dec 18- R 17% W 0% M0%)*	**EYFS** End of EYFS data showed that disadvantaged children were unable to narrow the gap with their non-disadvantaged peers. **KS1** End of KS1 data showed that disadvantaged children narrowed the attainment gap in reading and maths, but not writing. **KS2** End of KS2 data showed that disadvantaged children narrowed the attainment gap in reading and writing, but not maths.
We close the gap for the attendance from 1.8% in July 2018 to less than 1% in July 2019 of children eligible for PP, showing an improvement to be in line with non PP children and national expectations, as measured by year on year attendance measures.	The gap for attendance in July 2019 of children eligible for PP increased to 3.2%. Attendance remains an active target.
To develop parental engagement in order to reduce the attainment gap of Pupil Premium Children in RWM. To support early language development in EYFS and KS1 in order to impact on understanding in reading and writing via bespoke parent workshops.	Inspire workshops took place in all year groups. Engaging and interactive workshops meant parents were shown activities/ resources to support with learning at home. Phonics workshop was successful in informing parents of how children experience early language.