

Colnbrook C. of E. Primary School

Pupil Premium Strategy– 2018/19

Pupil premium strategy statement - The Pupil Premium Grant is allocated to schools by the government to provide funding for the following policies:

- Raising the attainment of disadvantaged pupils of all abilities to reach their potential;
- Supporting children and young people with parents in the regular armed forces.

Whilst allocated on a per pupil basis, the grant may be spent for the educational benefit of all pupils registered at our school. We recognise that not all children attracting Pupil Premium will need support or are disadvantaged and that not all pupils who are 'disadvantaged' or need support are eligible for pupil premium. The attainment of all pupils, including Pupil Premium children, is measured through half termly pupil progress meetings where there is a focus on individual children to ensure that they are all meeting their targets. Those who are not will receive targeted support.

Pupil Premium Funding and the impact of this is a regular item on the agenda at Local Governing Body Meetings.

Our School Improvement Priorities are:

- Teaching across the School continues to develop to meet the needs of all pupils
- To continue to narrow/close the gap for all groups of pupils
- To further embed the Christian Ethos
- Pupils and staff enjoy and are happy and safe at School
- Improve attendance across the school
- To continue to build Leadership and Management including governance

1. Summary information					
School	Colnbrook Church of England Primary School				
Academic Year	2018/19	Total PP budget	£80520	Date of most recent PP Review	September 2018
Total number of pupils	206 (including Nursery)	Number of pupils eligible for PP	47	Date for next internal review of this strategy	January 2019

2. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*) Identify barriers that need to be addressed in-school, as well as external issues such as poor home learning environments and low attendance)

A.	A significant number of pupils are EAL and start school well below age related expectations with difficulties with language, communication skills and vocabulary PP pupils also have limited speech and language skills which impacts on their learning and limits their ability to access KS tests
B.	A significant number of Pupil Premium pupils are also vulnerable children with mental health issues with the related emotional, social and behavioural difficulties
C.	Parental engagement for Pupil Premium pupils is variable and overall less than that of their peers reflecting lower aspirational levels across all ability groups. For some parents engagement is hampered by EAL or poor experiences of school themselves/lack of schooling and qualifications which hampers their ability to support their children at home Lack of routines at home including reading, support with homework and uniform/PE kit
D.	Sustaining the breadth of provision with trained, skilled staff within the budget

External barriers (*issues which also require action outside school, such as low attendance rates*)

E.	Attendance rates for pupils eligible for PP is lower than that of their peers which leads to gaps in learning.
F.	Access to extra-curricular activities provided by school and access to resources such as books, libraries and life experiences

3. Outcomes (*It is not essential to identify four desired outcomes; focusing on fewer aims in more depth is encouraged.*)

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve attainment and progress for pupil premium pupils	EAL & White British pupils make as least as much progress as their similar peers
B.	Provide targeted support for vulnerable pupils to ensure their emotional/well-being needs	Pupils are better able to access their learning in the classroom School is able to meet their needs internally or with external support or make suitable alternative provision Pupils are more resilient Boxall assessment demonstrates improvement made by pupils in Nurture

C.	Increase parental engagement to improve support for pupils learning	Improved attendance at all events in School Increased numbers attending Parents' Evening following poor attendance at the start of this year
D.	Further development of vocabulary of all pupils	Close the vocabulary gap for all pupils in school Sample measure from all classes using BVP2 test demonstrates improvement
E.	Improve attendance across the school including the rate of persistent absence	Target of 96% attendance Pupil Premium attendance improves from 95.15% to 95.5% Persistent absence is reduced from 18.18% to 10%

Planned expenditure

Academic year

2018/19

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Area of Spend	Intended Outcomes	Review
Quality First Teaching <ul style="list-style-type: none"> • Pivotal Education Training • CPD 	Pupil behaviour for learning is excellent and staff have a common language for managing behaviour which will support learning and build resilience Continued use of IRIS cameras to share best practice Implementation of strategies based on research and shared between staff to improve practice across the school Development of the Teaching and Learning Policy – The Colnbrook Way to meet the needs of pupils	Behaviour development is an ongoing issue. There were 16 fixed term exclusions last year and 1 permanent.
Nurture and other support for emotional well-being including external support from SEBDOS	Nurture Groups to support pupils to manage in class or on the playground – Boxall evidence Attendance Groups support vulnerable pupils to be resilient and monitor their attendance Two staff trained as Mental Health Advisors to help with the early identification of concerns and looking at ways to find/offer support Counsellor to support three vulnerable pupils to 1 to 1 support for identified pupils as required e.g. family bereavement	Nurture groups were used to support pupils needs 7 pupil premium children had a high level of nurture and adjusted curriculum support throughout the year. 6 pupils had an additional Nurture intervention Pupil attendance was at 96% last year Pupil premium attendance was 88.95% Non pupil premium was 94.53%
SALT	Provide a Speech and Language Therapist two days a week to support identified pupils in the Learning Resource Unit and across the school To provide further training for all staff to support pupils with speech and language in lessons	11 (22%) pupil premium received targeted special SALT provision 4 pupils also have EHCP with Speech and language as their area of need.

		2 pupils with pupil premium were supported in the LRU.
Interventions and Booster Groups	<p>Use of PiXL across the school to close gaps for pupils</p> <p>Run phonics intervention groups to ensure pupils have skills needed to read Learning Resource Unit to continue to teach children without EHCPs to ensure they are being taught at an appropriate level and make appropriate progress</p>	<p>Pixl is used to assess, identify gaps and provide therapies to support</p> <p>7 pupil premium children had a high level of nurture and adjusted curriculum support throughout the year.</p> <p>6 pupils had an additional Nurture intervention</p> <p>2 pupils accessed 55 hours of SEBDOS support (100% pupil premium)</p> <p>2 pupils received counselling for 3 terms 1 pupil received counselling for 1 term</p>
Parental Engagement	<p>Increase numbers attending parents evenings</p> <p>Run a parenting support group for the first time to provide strategies for managing behaviour at home</p> <p>Run updated free English language classes for parents</p> <p>Continue with Stories at Breakfast and Open mornings</p> <p>Run sessions to enable parents to support their children with home learning</p> <p>To provide incentives for parents to attend events</p>	<p>Stories at breakfast and parents open mornings are successful and well attended</p> <p>Looking at Autumn 2019 attendance to parent's evenings the majority of parents making appointments did attend.</p>
Free Breakfast Club	Support for children and families so that they have a good breakfast supporting their behaviour for learning; providing a calm start to the day for vulnerable pupils; an opportunity for KS2 pupils to complete online learning; supports attendance and punctuality	Breakfast numbers remain high Attendance remains at 96%
Home School Link Worker	<p>To support identified pupils with attendance to reduce persistent absence</p> <p>To provide support for vulnerable families and direct them to appropriate help</p>	
Enrichment and Extra-Curricular activities	<p>To subsidise sports clubs using the sports premium so that more pupils are engaged in healthy activities</p> <p>To provide a greater range of after-school activities for pupils to address gaps in outside experiences</p> <p>To subsidise trips so that all pupils have the opportunity to experience 'new' activities</p> <p>Continue to fund gifted and talented opportunities for pupils run by local schools</p> <p>To develop a gifted and talented programme within the Academy Trust</p>	All sports clubs were subsidised