

Colnbrook C.of E. Primary School  
**Pupil Premium Strategy 2020-21**



1. Summary information					
Academic Year	2020-21	Total PP budget	£70,789.20	Date of most recent PP Review	Sept 2020
Total number of pupils	199 (including Nursery)	Number of pupils eligible for PP	55 (27%)	Date for next internal review of this strategy	Sept 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving GLD in 2019	40%	74%
% Attainment R/W/M at end of Key Stages in 2019	KS1 - R: 40% W: 20% M: 20% KS2 - R: 50% W: 60% M: 40%	KS1 - R: 78% W: 73% M: 79% KS2 - R: 78% W: 83% M: 84%
Progress R/W/M at end of KS2 (Average Scaled Score) in 2019	R: +0.88 W: +1.49 M: -1.89	R: +0.32 W: +0.25 M: +0.35

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Low academic prior attainment
B.	Meeting the social and emotional needs of children and families
C.	Poor verbal skills including a poor understanding of new vocabulary
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Attendance of pupil premium is poor across the school

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Gaps will be accurately identified and teachers will be equipped to teach to accurately fill gaps in learning. To be monitored through pupil progress meetings.	Children make strong progress and good end of key stage results
B.	Children will be ready to learn as they will have their emotional needs met, enabling rapid progress. Children will be confident and self-reflective learners. Ongoing monitoring by SENDCo	Children's progress increased through evidence in books, speaking to pupils and children confident to talk about their learning
C.	Children's vocabulary will grow to enable them to access a wider range of curriculum opportunities and allow them to access a greater range of reading texts. Monitored through reading attainment and progress	Children confident about talking about their learning and can use and apply a wide range of vocabulary in their learning

D.	Attendance will improve and there will be strong family engagement with the school	Attendance for pupil premium above 96% and a reduction in persistent absence
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**5. Planned expenditure**

<b>Academic year</b>	<b>2020-2021</b>
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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.

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Quality first teaching will be in place in all year groups, with clear differentiation in planning to fill gaps in knowledge.  (Barrier A)	-Invest in White Rose and Power of Reading schemes to lead English and Maths curriculum.  -Cornerstones curriculum bought to enable foundation subjects to be taught well, enabling enrichment opportunities for all	White Rose and Power of Reading used in other Trust schools, demonstrating good impact. Teachers provided with structure and differentiation opportunities so all can succeed.  Cornerstones also used in other Trust schools and has a good track record for delivering a quality curriculum for all.	Regular monitoring of planning, books and lessons by Senior Leaders.  Subject leaders will monitor provision in their subject areas and ensure all children are accessing	SLT  Subject Leads	April 2021
Staff will be given opportunities to develop their own skills to support children through training and coaching.  (Barrier B)	- Coaching provided for individual teachers to aid in their professional development.  -Training provided in mental health and wellbeing  -Training in curriculum delivery and planning for differentiation	Coaching very successful in other schools and coaching provided by trusted professionals.  Training required to support staff in meeting mental health needs of key children.  Focus on effective delivery of the curriculum will aid in raising achievement of all children including the disadvantaged.	Impact of coaching monitored by Senior Leaders through lesson observations and quality of work.  Training delivered by trusted professionals with good track record. Implementation monitored by SLT.  Monitored by SLT and impact seen in changes to planning and gaps narrowing.	Headteacher  SLT	July 2021

Develop oracy skills across the school, drawing on professional advice and support (Barrier C)	-Support from Voice21 – invest in programmes of support -Utilise support from SALT advisors to impact all	Improving oracy and vocabulary is key to filling gaps in knowledge and understanding. Utilising professional support will equip staff with the skills to develop oracy across the curriculum.	Monitored through teaching and learning reviews by the senior leadership team.	SLT	April 2021
<b>Total budgeted cost</b>					<b>£16,214</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Vulnerable children are supported emotionally.  (Barrier B)	-ELSA trained staff will work with small groups and individuals to offer support where required	Very successful in meeting children’s emotional needs in previous years. Some children need emotional support before they can successfully access learning in the classroom.	Monitoring of provision by SENDCo and DSLs ensuring children receive appropriate support. Questionnaires completed at beginning and end of support to gauge progress.	SENDCo	July 2021
Pupils individual behaviour needs are met and developed.  (Barrier B)	-Support brought in from SEBDOS to work with identified children who need additional support regulating behaviour to	Support used in previous years has had a very positive impact of pupils. Individual behaviour plans created to support children’s access to learning.	Monitoring through behaviour reports sent to SLT. A reduction in reports from key children will signal success.	SLT	July 2021
Children supported to manage emotions and engage fully in their learning.  (Barrier A & B)	-Identified children receive extra adult support 1:1 or in small groups to access learning -Educational psychologist involved where required -Speech and Language professionals involved where required	Some children require additional adult support in accessing the curriculum. Previous years’ experience has proven this to be successful.  Professional advice sought from EP and Ed Psych where the school feels extra provision is needed or expert advice is required to support children to be successful and make strong progress	Regular communication between staff and class teachers. Senior leaders will monitor provision and track pupil progress  Professional reports result in adapted provision and support for children implemented by the class teacher	Class teachers and SLT	July 2021
Workbooks provided in case of lockdown  (Barrier A & C)	-Workbooks provided in case of lockdown and families are unable to access the internet	Disadvantaged families more likely not to have good internet access and be able to access online learning in the event of a local / national lockdown.	Regular communication with class teachers will ensure children do not fall further behind and have access to education throughout any lockdown period.	Class teachers	July 2021

<b>Total budgeted cost</b>					<b>£44,555</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Families will engage with the school well and support provided to parents as required.  The attendance of disadvantaged pupils will improve. (Barrier D)	-Home/school link worker will support identified families and engage with them, supporting and signposting to other professionals as required.	Very successful last year and rising engagement for harder to reach families.	Home / school link worker will be under the direction of the leadership team and will work closely with leaders to support vulnerable families.	Home/school Link worker	July 2021
Selected teaching assistants undertake mental health training and run wellbeing after school clubs  (Barrier B)	-Mental health training provided by the local authority / DfE attended by key staff -Strategies for support shared among staff	Good mental health and wellbeing is essential for children to make strong academic progress.	Regular monitoring by SLT	SLT	February 2021
Marvellous Me will be used to communicate positive messages with parents (Barrier D)	-Positive communication in place with all parents but aim to increase positive engagement with disadvantaged families	Good impact last year and good response from parents	Regular monitoring by class teachers and feedback to SLT	Class teachers	July 2021
<b>Total budgeted cost</b>					<b>£13,272</b>

6. Review of expenditure				
Previous Academic Year		2019-20		
<b>i. Quality of teaching for all</b>				
Desired outcome	Chosen action/approach	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)	Cost
Improve attainment and progress for pupil premium pupils so that more than 25% achieve expected or exceeding in reading, writing and maths.	-Maths mastery training for teachers -CPD for teachers -Team Teach training -Monitoring of T&L	Impact difficult to judge due to COVID-19 and no attainment data	-Maths mastery to continue but develop this alongside White Rose Maths resources and training -Team Teach successful in reducing high level behaviour but develop this next year to be more therapeutic in approach to behaviour.	£7,431.48
<b>ii. Targeted support</b>				
Desired outcome	Chosen action/approach	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)	Cost
Our Vulnerable pupils, those with an SEN or an emotional and wellbeing need are well supported	-Small group nurture and ELSA sessions -1:1 dramatherapy sessions -SEBDOS, EP and SALT visits regularly throughout the year	Children very well supported throughout the year, particularly through the lockdown period.  Support for PP children continued and resulted in a successful return to full time education in the autumn term.	-Support in Nurture and ELSA to continue next year – good impact on individuals and small groups -Dramatherapy will stop due to significant cost -EP and SALT will continue to support children through regular visits, providing staff with professional reports and advice to support children.	£38,619.81
<b>iii. Other approaches</b>				
Desired outcome	Chosen action/approach	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)	Cost
Significantly Improve attendance across the school with specific focus on persistent absence	-Home School link worker -Free breakfast club -Marvellous Me	Impact in raising attainment difficult to judge due to COVID-19 lockdown. Look to continue strategies in the next academic year.	Continue with strategies and expect impact at the end of 2021.	£24,372.68