

Colnbrook C. of E. Primary School

Pupil Premium Strategy– 2019/20

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. Governor responsible for pupil premium: Jackie Eady

Staff member responsible for: Debbie Esson and Hannah Gates

Our School Improvement Priorities are:

Priorities 1,2,3	Assessment - System of assessment through Insight Tracking in place and part of embedded practice. Staff consistently and confidently apply common assessment criteria enabling progress to be demonstrated within the year and over time. Maths -Raise attainment and accelerate pupil progress in mathematics so that by the end of each academic year, 100% make good or better progress from their prior attainment. Broaden and master calculation, problem solving and reasoning to ensure that age related expectations and standards are achieved in mathematics. Embed a robust consistent system for the teaching and learning of the mathematics curriculum ensuring that the high expectations of the National Curriculum are effectively taught. Rapid progress form on entry data meeting/and or exceeding national standards English - Develop and embed a school wide, consistent approach to the teaching of all aspects of English (in particular reading), including guided reading and the application of reading and writing opportunities across the curriculum. Implement a single sustained systematic approach to teaching phonics across the school that directly impacts on the phonics screening results. Raise attainment and accelerate pupil achievement in English: (particularly
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	reading) so that by the end of the academic year, 100% of pupils make good or better progress from their prior achievement. Rapid progress from on entry data meeting and exceeding national standards.
Priorities 4	Teaching and learning - Strategy for teaching and learning effectively articulates and demonstrates the expectations of good/outstanding teaching and learning across the school. All staff teaching the higher expectations of the National Curriculum with a broad, balanced, rich and varied provision. The curriculum - Curriculum reflects the needs of the pupils, the schools vision and stretches beyond the academic enabling children greater opportunities. Rapid progress from on entry data meeting/exceed national standards. Whole school attendance to be at 96% annually.
Priorities 5 and 6	<p>Leadership and management - For the leadership of the school, including governance to ensure effective systems, structures and processes, evolve robustly, being fit for purpose through succession planning. Effective succession planning develops future leaders including governance. Middle leaders skilled to identify benchmark and implement early interventions to close the gaps in Maths, English and the wider curriculum through EYFS, KS1 and KS2, measuring progress at key milestones for whole cohorts, ability groups and pupils groups, so that rapid progress form on entry data meeting/ or exceeding national standards. Close the achievement gaps with particular emphasis on vulnerable groups (disadvantaged groups, traveller group)</p> <p>EYFS 70% of pupils achieving a GLD Year 1: 75% to meet the phonic screening KS1 54% to achieve the expected standard combined and 12% to exceed the standard. KS2 77% to achieve the expected standard combined and 20% to exceed the standard.</p> <p>Christian vision, values and Ethos - Develop, make explicit and deeply embed the distinctively Christian school vision and values within the daily life of the school and its community enabling all pupils and staff flourish Our school Christian vision and values have a significant impact on the achievement of all learners.</p>

1. Summary information					
School	Colnbrook Church of England Primary School				
Academic Year	2019/20	Total PP budget	£69,690	Date of most recent PP Review	September 2019
Total number of pupils	205 (including Nursery)	Number of pupils eligible for PP	51 25%	Date for next internal review of this strategy	September 2020

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers <i>(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)</i>	
A.	A significant number of pupils are EAL (69%) of the school have English as a second language. In Reception 86% of EAL pupils start well below age related expectations in speaking and understanding. Our Pupil Premium pupils also come in below age expected levels with 83% of pupils below in reading and writing. We have noticed that many pupils have limited speech and language skills which impacts on their learning and limits their ability to access KS tests

B.	37% of the pupil premium children also have an SEN which makes them more vulnerable. 40% of Pupil premium pupils have also been identified as requiring additional support for their emotional, social and behavioural needs.
C.	Parental engagement for Pupil Premium pupils is variable 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 (<i>issues which also require action outside school, such as low attendance rates</i>)	
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 so that more than 25% achieve expected or exceeding in reading, writing and maths. Teachers to ensure that closing the vocabulary gap is addressed in all areas of the curriculum	Pupil premium and EAL pupils need to make better progress than their peers to close the attainment gap in reading, writing and maths. Close the vocabulary gap for all pupils in school
B.	Our Vulnerable pupils; those with an SEN or an emotional and wellbeing need are well supported	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.	Significantly Improve attendance across the school with specific focus on persistent absence	Target of 96.5% attendance Pupil Premium attendance improves from 88.95% Persistent absence is reduced from 18.18% to 10% Home school link worker to work with the 12 pupils with attendance less than 90% Rigorous attendance monitoring systems in place.

Planned expenditure

Academic year	2019/20
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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.

Area of Spend	Intended Outcomes	Review
Quality First Teaching <ul style="list-style-type: none"> Team Teach 	Attainment gap is beginning to close – more than 25% pp pupils on track for reading, writing and maths.	PPMs - update

<ul style="list-style-type: none"> • CPD • RWI • Maths mastery • Rigorous monitoring <p>Current spend: £12960.93</p>	<p>Teachers sharply focussed on ensuring better progress for pupils with PP and EAL. Pupil behaviour for learning is excellent and staff have a common language for managing behaviour which will support learning and build resilience 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</p>	
<p>Nurture, Drama therapy, ELSA and other emotional well-being provision including external support from SEBDOS, EP and SALT</p> <p>Current spend: £6473.64</p>	<p>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 Emotional first aid training 1 to 1 support for identified pupils as required e.g. family bereavement</p> <p>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</p>	
<p>Interventions and Booster Groups</p>	<p>Use of PiXL across the school to close gaps for pupils 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>Parental Engagement Marvellous me Parent mail</p>	<p>Increase numbers attending parents evenings Run a parenting support group for the first time to provide strategies for managing behaviour at home Continue with Stories at Breakfast and Open mornings Run sessions to enable parents to support their children with home learning To provide incentives for parents to attend events</p>	
<p>Free Breakfast Club</p> <p>Current spend: £821.60</p>	<p>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</p>	
<p>Home School Link Worker</p>	<p>To support identified pupils with attendance to reduce persistent absence</p>	

Current spend: £1529.50	To provide support for vulnerable families and direct them to appropriate help	
Enrichment and Extra-Curricular activities	To provide a greater range of after-school activities for pupils to address gaps in outside experiences Where possible subsidise trips so that all pupils have the opportunity to experience 'new' activities Continue to fund gifted and talented opportunities for pupils run by local schools To develop a gifted and talented programme within the Academy Trust	
Total for Autumn Term £19,951.50		