



## The Colleton Primary School

### 3 Year Pupil Premium Strategy

#### Summary Information

#### Current Pupil Information – January 2021

Total number of pupils:	363	Total pupil premium budget:	£27,900
Number of pupils eligible for pupil premium:	27	Amount of pupil premium received per child:	£1320
% Average attendance of pupil premium pupils (from March 21 – May 21):	96.17%		

Cohort Information		
Characteristic	Number in group	% of group
Boys	11	41%
Girls	16	59%
SEN support	2	7%
EHC plan	1	4%
EAL	4	15%
LAC / Pupil Premium plus	1	4%

## Assessment data

EYFS						
	Pupils eligible for PP	All pupils	National average	Data from previous 3 years		
				2016-17	2017-18	2018-19
Good level of development (GLD)	0%	75%	N/A	79%	No PPG in FS	60%
Reading	0%	72%	N/A	67%	No PPG in FS	25%
Writing	0%	58%	N/A	67%	No PPG in FS	25%
Numbers	100%	84%	N/A	100%	No PPG in FS	75%
SSM (Shape, Space & Measure)	50%	91%	N/A	100%	No PPG in FS	50%

YEAR 1 PHONICS SCREENING CHECK					
All pupils	Pupils eligible for PP	National average	Data from previous 3 years		
			2016-17	2017-18	2018-19

YEAR 1 PHONICS SCREENING CHECK						
83%	50%	Not known		100%	33%	100%

END OF KS1						
	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years		
		School average (internal assessment)	National average	2016-17	2017-18	2018-19
% achieving expected standard or above in Reading, Writing and Maths	No PPG in Yr 2	57%	No data available	47%	100%	100%
% making expected progress in Reading	No PPG in year 2	70%	No data available	40%	100%	100%
% making expected progress in Writing	No PPG in year 2	60%	No data available	40%	100%	100%
% making expected progress in Maths	No PPG in year 2	68%	No data available	60%	100%	100%

END OF KS2						
	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years		
		School average	National average	2016-17	2017-18	2018-19

END OF KS2						
% achieving expected standard or above in Reading, Writing and Maths	40%	60%	71%	50%	44%	33%
% making expected progress in Reading or higher	60%	87%	No data available	50%	50%	33%
% making expected progress in Writing or higher	40%	84%	No data available	50%	75%	50%
% making expected progress in Maths or higher	60%	78%	No data available	50%	50%	33%

## Strategy

### LONG-TERM PLAN (3 YEAR TIMESCALE):

- 1) DEVELOP CONFIDENT AND COMPETENT READERS TO RAISE ATTAINMENT IN READING.
- 2) SUPPORT CHILDREN TO SELF -REGULATE THEIR EMOTIONS SO THAT THEY BECOME MORE RESILIENT LEARNERS
- 3) PROVIDE ENRICHMENT AND CHALLENGE OPPORTUNITIES FOR ALL TO BUILD CONFIDENCE
- 4) DEVELOP WRITING SKILLS TO RAISE ATTAINMENT ACROSS SCHOOL

### PRIORITY 1: DEVELOP COMPREHENSION SKILLS TO RAISE ATTAINMENT IN READING

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria

1. Build knowledge of vocabulary	<ul style="list-style-type: none"> <li>• Teach strategies for decoding unfamiliar language</li> <li>• Interventions and support groups</li> <li>• Use of tools such as Pobble</li> </ul>	Teachers	ongoing	Teaching time CPD	Children will ask questions about unfamiliar vocabulary and use strategies	Children will make good progress in reading and achieve the expected standard
2. Engender a love of reading	<ul style="list-style-type: none"> <li>• Regularly discuss books and provide recommendations</li> <li>• Assistance with selecting books from the library and book fair</li> <li>• Regular reading sessions in team and modelled by staff</li> <li>• Sharing a story at the end of the day</li> </ul>	All staff	ongoing	Good quality texts Audio books	Children will opt to read across a wide range of genres as a personal choice	Children will talk about texts and authors they have enjoyed and recommend books to others
3. Communicate regularly with parents to provide strategies to support reading at home	<ul style="list-style-type: none"> <li>• Share materials which help parents support children with their reading through briefings and remote learning provision</li> <li>• Ensure parents attend parents evenings to communicate regarding progress in reading</li> </ul>	Teachers	ongoing	Advance notice of events and personal invitations following up with non-responses. Additional support during lockdown	Increased % attendance at parents evening and workshops.	Attendance at parent workshops and parents evening has increased.

4. Build fluency through developing greater phoneme and grapheme understanding	<ul style="list-style-type: none"> <li>• Use of On-line tools including: Nessy and Spelling Frame</li> <li>• Small group Code breakers intervention</li> <li>• Additional 1:1 reading sessions including virtual sessions</li> <li>• Use of Bug club to link phonics teaching to reading books</li> <li>• Collection and delivery of reading materials offered during lockdown</li> </ul>	Teachers	ongoing	<p>Quality first teaching of phonics Subscriptions Additional reading resources</p> <p>Follow up with specific families that are not engaging with reading during lockdown</p>	Increased knowledge of common exception words, high frequency words and spelling patterns when reading and writing	<p>Confidently blending CVC words</p> <p>Reading age will be in line with national expectations and/ or show comparable progress.</p>
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**PRIORITY 2: SUPPORT CHILDREN TO SELF -REGULATE THEIR EMOTIONS SO THAT THEY BECOME MORE RESILIENT LEARNERS**

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
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<p>1. Provision of interventions to support attachment, communication and social and emotional needs and develop confidence and well-being.</p>	<ul style="list-style-type: none"> <li>• Train staff to carry out interventions including: Attachment, Attention Autism, Theraplay, Art &amp; Lego therapy</li> <li>• Smart moves/sensory circuit</li> <li>• Timetabled sessions for children</li> <li>• Circle of friends</li> <li>• Embed Zones of regulation teaching as a strategy</li> <li>• Develop staff knowledge of strategies to support emotionally based school avoidance</li> </ul>	<p>SEN/HT</p>	<p>Ongoing</p>	<p>Staff training/ INSET</p> <p>Support from outside agencies and SEN team</p> <p>Welfare and nurture assistant</p> <p>LSA/ TA support</p> <p>Boxall scoring system to measure emotional need and impact</p> <p>Bucket resources</p> <p>Zones of regulation books</p>	<p>SDQ improvement in score</p> <p>Development of appropriate learning behaviors</p> <p>Increased Boxall score following intervention</p>	<p>Children will be able to self-regulate and manage themselves</p> <p>Children will form good relationships with peers and staff</p> <p>Attendance in school will be good</p>
<p>2. Provide pastoral support and nurture time.</p>	<ul style="list-style-type: none"> <li>• Assess individual needs</li> <li>• Timetabled sessions</li> <li>• Develop nurture area</li> <li>• Develop sensory room</li> <li>• Assess the impact of lockdown and prioritise support based on need</li> </ul>	<p>SEN/HT</p>	<p>Review termly</p>	<p>Nurture support assistant time</p> <p>Nurture resources</p> <p>Sensory resources</p> <p>Intervention programmes</p>	<p>Focus and attention during learning</p> <p>Know they have a safe space to take sensory breaks</p>	<p>Children will be able to focus on learning for sustained periods</p> <p>Good learning habits and behaviors will be established</p>
<p>3. Provision of PSHE sessions and teaching strategies such as: mindfulness and meditation</p>	<ul style="list-style-type: none"> <li>• Embed Jigsaw as means to deliver PSHE curriculum</li> <li>• staff to incorporate mindfulness and mediation into teaching time</li> <li>• Use of these strategies during the return to school</li> </ul>	<p>BR</p>	<p>Summer 20</p>	<p>Further training sessions for JIGSAW</p> <p>Introduced Zones of Regulation</p>	<p>Improved behavior and less reported incidents.</p>	<p>Children will be able to self-regulate and manage situations they find difficult more effectively.</p>

5. Engage parents to work collaboratively	<ul style="list-style-type: none"> <li>Regular check ins during lockdown and offers of support</li> <li>Provision of Chromebooks or printed work to support remote learning</li> <li>Open door policy</li> </ul>	VN/ML	ongoing		Parents engage in discussion regarding children's learning or pastoral needs Children actively engaged in remote learning	
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**PRIORITY 3: PROVIDE CHALLENGE AND ENRICHMENT OPPORTUNITIES FOR ALL TO BUILD CONFIDENCE**

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
1. Develop problem solving skills	<ul style="list-style-type: none"> <li>Encourage use of concrete manipulatives</li> <li>Provide challenging problems and discuss solutions</li> <li>Memory games</li> </ul>	Class teachers	Ongoing	Staff support	More confident to tackle problems	Achieve full potential by making good or above progress
2. Build fluency and confidence in Maths	<ul style="list-style-type: none"> <li>Targeted Interventions including NUMBOTS and TTRS</li> <li>Extra intervention following lockdown to embed key concepts</li> </ul>	Class teachers	Ongoing	Staffing Subscription to Numbots and TTRS Trial of IDL maths Power of 1	Increased fluency in recall of number facts and times tables facts.	Achieve full potential by making good or above progress



3. Provide enrichment activities	<ul style="list-style-type: none"> <li>Participate in STEM challenges</li> <li>Take part in competitions with other schools</li> <li>Ensure attendance at all school trips and residential</li> <li>Offer a wide variety of clubs and extra-curricular activities to engage all.</li> <li>Access to early drop off</li> </ul>	Class teachers	Ongoing	<p>Staff attendance Funding of at least 1 school trip per year Financial support towards Year 4 &amp; Year 6 residential trips.</p> <p>Funding of clubs and extra-curricular activities.</p>	Increased confidence	Children will draw on experience in situations outside of school.
4. Encourage and celebrate success in all areas of life	<ul style="list-style-type: none"> <li>Celebration assemblies</li> <li>Parents sharing talent within school</li> <li>Encourage and facilitate parent attendance at all events including: parents evening and sharing assemblies.</li> </ul>	All/HT	Ongoing			Children are proud to share their achievements Children value and celebrate each other's successes and talents.

**PRIORITY 4: DEVELOP WRITING SKILLS TO INCREASE ATTAINMENT**

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
Extend and challenge writing ability	<ul style="list-style-type: none"> <li>Reach for exceeding writing intervention</li> <li>Quality first teaching using scaffolding and modelling</li> <li>Moderation of writing</li> <li>Prioritize this group for verbal feedback</li> </ul>	Class teachers	Ongoing	<p>Staff to run interventions CPD to develop quality first teaching</p> <p>Jane Considine sentence stacking planning</p>	<p>Writing is of a high standard</p> <p>Greater % of Greater Depth writers at end of key stage 1 and 2</p> <p>Progress is maintained between year groups</p>	Children will make expected or better progress

Provide rich opportunities for children to write about.	<ul style="list-style-type: none"> <li>Regular Forest school sessions</li> <li>Delivery of broad and balanced curriculum</li> <li>Appropriate stimulus for writing ie Pobble</li> <li>Opportunities to talk about what they have learnt before writing</li> </ul>	Teaching staff	Ongoing	Timetabled Forest School sessions Additional teacher training for Forest school CPD Training in Pobble / Talk for writing	<p>Writing is evident across all curriculum areas and a variety of genres</p> <p>Writing is used for a variety of purposes</p>	Writing across the curriculum will be evident in children's work with a good level of subject knowledge
Build and sustain stamina for writing that may result as impact of lockdown	<ul style="list-style-type: none"> <li>Ensure fine motor skills are fully developed</li> <li>Provide opportunities for extended writing</li> <li>Explicitly teach and model handwriting to ensure correct formation of letters and cursive flow</li> <li>Less use of typing of work</li> </ul>	Teaching staff/ Subject leaders	Summer 2021	Appropriate fine motor interventions/ opportunities Provision of pencil grips or other support	<p>Handwriting will be legible</p> <p>Presentation standards will be high</p>	Progression and extended pieces of writing will be evident in children's books
Ensure age appropriate punctuation skills are embedded to raise quality of writing	<ul style="list-style-type: none"> <li>Initial assessment of children's writing on return to school</li> <li>Moderation of writing across teams, school and other schools</li> <li>Revisit age-related expectations in teaching</li> </ul>	Teaching staff	Summer 2021	<p>CPD / staff meeting time for moderation</p> <p>Work with SLA to moderate against local schools</p> <p>Staff planning time</p> <p>Jane Considine resources</p>	<p>Evidence of appropriate punctuation and word class in writing</p> <p>Evidence of editing and improvement of writing</p>	Children will achieve at least age-related expectations in line with national standard

	<ul style="list-style-type: none"> <li>• Explicit modelling of quality writing using resources such as Jane Considine</li> <li>• Small group interventions</li> <li>• Provide opportunities for editing</li> </ul>					
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- Each eligible child has an individualised tracker which outlines specific support provided each term. The impact of support is reviewed at termly pupil progress meetings with the class teacher and next steps are identified to ensure that attainment is raised. There will be some overlap between the use of Catch up funding and PPG to optimise effectiveness and mitigate the impact of reduced school attendance during Covid 19 Pandemic.