



Colleton Primary School

3 Year Pupil Premium Strategy

Summary Information

Current Pupil Information – December 2019

Total number of pupils:	377	Total pupil premium budget:	£29,040
Number of pupils eligible for pupil premium:	21	Amount of pupil premium received per child:	£1320
% Average attendance of pupil premium pupils (from previous academic year):	89.7%		

Cohort Information		
Characteristic	Number in group	% of group
Boys	13	62%
Girls	8	38%
SEN support	8	38%
EHC plan	0	0%
EAL	2	9.5%
LAC / Pupil Premium plus	2	9.5%

Assessment data

EYFS						
	Pupils eligible for PP	All pupils	National average	Data from previous 3 years		
				2015-16	2016-17	2017-18
Good level of development (GLD)	60%	75%	71.8%	25%	79%	No PPG in FS
Reading	25%	68%		0%	67%	No PPG in FS
Writing	25%	63%		0%	67%	No PPG in FS
Numbers	75%	68%		0%	100%	No PPG in FS
SSM (Shape, Space & Measure)	50%	77%		0%	100%	No PPG in FS

YEAR 1 PHONICS SCREENING CHECK					
All pupils	Pupils eligible for PP	National average	Data from previous 3 years		
			2015-16	2016-17	2017-18
60%	100%	82%	0%	100%	33%

END OF KS1						
	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years		
		School average	National average	2015-16	2016-17	2017-18
% achieving expected standard or above in Reading, Writing and Maths	100%	72%	65%	75%	47%	100%
% making expected progress in Reading	100%	89%	75%	75%	40%	100%
% making expected progress in Writing	100%	74%	69%	75%	40%	100%
% making expected progress in Maths	100%	84%	76%	75%	60%	100%

END OF KS2						
	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years		
		School average	National average	2015-16	2016-17	2017-18
% achieving expected standard or above in Reading, Writing and Maths	33%	60%	65%	No PPG in Y6	50%	44%
% making expected progress in Reading	33%	72%	73%	No PPG in Y6	50%	50%
% making expected progress in Writing	50%	85%	78%	No PPG in Y6	50%	75%
% making expected progress in Maths	33%	68%	79%	No PPG in Y6	50%	50%

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

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"> • Teach strategies for decoding unfamiliar language • Interventions and support groups 			Teaching time	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"> • Regularly discuss books and provide recommendations • Assistance with selecting books from the library and book fair 			Good quality texts Audio books		

3. Communicate regularly with parents to provide strategies to support reading at home	<ul style="list-style-type: none"> • Reading information evening held annually • Ensure parents attend parents evenings to communicate regarding progress in reading 			Advance notice of events and personal invitations following up with non-responses.	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"> • Use of On-line tools including: Nessy and Spelling Frame • Small group Codebreakers intervention • Additional 1:1 reading sessions • Board games club 			Quality first teaching of phonics Subscriptions	Increased knowledge of common exception words, high frequency words and spelling patterns when reading and writing	Confidently blending CVC words Reading age will be in line with expectations.

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
1. Provision of interventions to support attachment, communication and social and emotional needs and develop confidence and well-being.	<ul style="list-style-type: none"> • Train staff to carry out interventions including: Theraplay, Art & Lego therapy • Smart moves • Timetabled sessions for children • Circle of friends • Board games club 	SEN	Ongoing	Staff training/ INSET Support from outside agencies and SEN team Welfare and nurture assistant LSA/ TA support	SDQ improvement in score Development of appropriate learning behaviour	Children will be able to self regulate and manage themselves
2. Provide pastoral support and nurture time.	<ul style="list-style-type: none"> • Assess individual needs • Timetable sessions 		Review termly	Nurture support assistant time	Focus and attention during learning	Children will be able to focus on learning

3. Provision of PSHE sessions and teaching strategies such as: mindfulness and meditation	<ul style="list-style-type: none"> Evaluate benefits of potential schemes of work i.e. Jigsaw Train staff to incorporate mindfulness and mediation into teaching time 	BR	January 2020	Training and purchase of JIGSAW RELAX KIDS	Improved behavior and less reported incidents.	Children will be able to self-regulate and manage situations they find difficult more effectively.
4. Provision of small class work opportunities	<ul style="list-style-type: none"> Employment of Inclusion teacher to run small groups 		ongoing	Inclusion teacher	Children demonstrate positive learning behaviour	
5. Engage parents to work collaboratively	<ul style="list-style-type: none"> Run parent workshops Open door policy 			Family welfare support assistant Teacher availability		

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"> Encourage use of concrete manipulatives Provide challenging problems and discuss solutions Board games club 			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"> Targeted Interventions including NUMBOTS and TTRS 			Staffing	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"> • Participate in STEM challenges • Take part in competitions with other schools • Ensure attendance at all school trips and residential • Offer a wide variety of clubs and extra-curricular activities to engage all. • Family swim membership • Access to early drop off 			<p>Staff attendance Funding of at least 1 school trip per year Financial support towards Year 4 & Year 6 residential trips.</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"> • Celebration assemblies • Parents sharing talent within school • Encourage and facilitate parent attendance at all events including: parents evening and sharing assemblies. 					Children are proud to share their achievements Children value and celebrate each other's successes and talents.

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.