



Pupil premium strategy statement: 2018-2019

Name of school: Colliers Green C of E Primary

1. Summary information					
School	Colliers Green C of E Primary				
Academic Year	2018-19	Total PP budget £2,640	Rollover of £3,000 = £5,640	Date of most recent PP Review	Dec 2018
Total number of pupils	109	Number of pupils eligible for PP	2	Date for next internal review of this strategy	Finance meeting May 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths	100%	
% making expected standard or above in reading	100%	
% making expected standard or above in writing	100%	
% making expected standard or above in maths	100%	

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Low levels of aspiration and resilience
B.	Social and emotional difficulties

C.	Lack of educational aspiration
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	.Lack of parental engagement in learning

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children who come into school feeling happy, safe and confident are better equipped to learn, take risks in their work and challenge themselves.	Happy, safe children as measured by pupil questionnaires and Leuven Scales. Work scrutiny and teacher reports/PPM minutes show evidence of challenge and risk taking.
B.	All of our pupils should have the opportunity to participate in events that are going to enrich their learning and understanding about the wider community and beyond.	All PP pupils will have had the same opportunities to participate as non PP pupils, including financial support with clubs, trips, kit, uniform.
C.	All of our pupils, and especially those who are eligible for PP funding should aspire to do the very best that they can in school and meet age related expectations and targets in their work.	All PP pupils make consistent progress, 5 steps within year and achieve at expected standard in R/W/M.

5. 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.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A.Children who come into school feeling happy, safe and confident are better equipped to learn, take risks in their work and challenge themselves.	High-level quality first teaching with an increased focus on well-being and involvement. Early identification of any issues through questionnaires and Leuven. All children will participate in 8 weeks of Forest School per year,	Emotional well-being is key to supporting pupil's learning. Some pupils may need additional support to address these needs. Poor well-being and self-esteem are barriers to learning. Removal of these barriers enables pupils to learn and achieve more.	Robust monitoring by class teachers, SENCO, FLO, which feeds into PPMs. Regular measurement of well-being and involvement through Leuven scales.	SENCo	Yearly £1845,50 FS £800 Supply for PPM
All of our pupils, and especially those who are eligible for PP funding should aspire to do the very best that they can in school and meet age related expectations and targets in their work.	High quality assessment for learning through learning focussed planning and targeted feedback that effectively moves learning on (identifies pupils are first to be marked, receive focused questioning etc). PPMs to be held termly to identify quickly any pupil who is not making required progress and act quickly to enable accelerated progress.	EEF and Sutton Trust identify the gains that can be made as significant. Quick identification and action will stop pupils from falling behind.	Pupil progress meeting evidence and monitoring of data.	DHT	Yearly
Total budgeted cost					£2,645

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A.Children who come into school feeling happy, safe and confident are better equipped to learn, take risks in their work and challenge themselves.	1:1 reading sessions. 1:1 conferencing	Providing targeted support for identified pupils through the FLO. Pupils are not discriminated against due to financial hardship and feel happy and safe in their uniform.	FLO tracking of interventions and support.	SENCo and FLO	Yearly
B.All of our pupils should have the opportunity to participate in events that are going to enrich their learning and understanding about the wider community and beyond.	Before and After School Clubs, music lessons, school trips, residential trips, visitors in school	Pupils are not discriminated against due to financial hardship. Providing wider opportunities for pupils within and beyond the school gives pupils rich inspirational experiences. They also allow pupils to develop social interaction and increase levels of well-being and involvement.	Children's well-being and involvement increases. Feedback and work produced demonstrates the impact on pupils.	SENCo	Yearly
C.All of our pupils, and especially those who are eligible for PP funding should aspire to do the very best that they can in school and meet age related expectations and targets in their work.	Collaborative learning in small groups with adult support Targeted interventions for specific areas of learning Daily reading support with TA After School Maths support Club for targeted pupils Sensory Circuits for specific pupils as required Use of additional Educational Psychologist time in PP Meets and extra SENCo time.	Small, short-term group interventions with highly qualified staff have been shown to be effective. High reading levels help access all the curriculum Physical needs are met prior to learning to enable maximum concentration. Highly qualified staff identify any barriers to learning and put interventions in place to remove these.	Intervention records, PP Meeting discussions. Reading steps and ages. Maths Club records and maths attainment/progress for those pupils. PP Meeting records and Educational Psychologist recommendations.	SENCO DHT	Yearly
Total budgeted cost					£2,195

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Boost attendance at extra curricula clubs and events/trips	SENCo and staff to identify pupils for support. School to cover the cost of attendance at clubs, trips etc. Financial support with kit and equipment offered.	Benefit to self-esteem and well-being. Some evidence of improved attitude to learning as well as positive effect on English and maths.	SENCo to monitor and ensure it is happening.	SENCo and teachers.	Yearly
Total budgeted cost					£800

6. Review of expenditure					
Previous Academic Year					
i. Quality of teaching for all					
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 £4,817	
A.Children who come into school feeling happy, safe and confident are better equipped to learn, take risks in their work and challenge themselves.	High-level quality first teaching, increased focus on well-being and involvement. All children will participate in 8 weeks of Forest School per year,	Success criteria met. All pupils took part in Forest School. Increased ability seen in pupils taking risks and negotiating challenges, both in Forest School and in classwork.	This approach will continue into 2018-19	£3,691	
B.All of our pupils, and especially those who are eligible for PP funding should aspire to do the very best that they can in school and meet age related expectations and targets in their work.	High quality A4L via learning focussed planning/targeted feedback that effectively moves learning on (identifies pupils are first to be marked, receive focused questioning etc	All pupil premium pupils met age related expectations	This approach will continue into 2018-19	£1,126	

ii. Targeted support				
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
All of our pupils should have the opportunity to participate in events that are going to enrich their learning and understanding about the wider community	Before and After School Clubs, music lessons, school trips, residential trips, visitors in school	Success criteria met All pupils attended residential trips and other enrichment opportunities.	This approach will continue into 2018-19	£651
All of our pupils, and especially those who are eligible for PP funding should aspire to do the very best that they can in school and meet ARE and targets	Additional EP time in PP Meets and extra SENCo time. Collaborative learning in small groups with adult support	Success criteria met All pupil premium pupils met ARE.	This approach will continue into 2018-19	£1,621

iii. Other approaches				
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
Boost attendance at extra curricula clubs and events/trips	SENCo/staff to identify pupils for support. School to cover cost of attendance clubs, trips	Success criteria met All possible trips attended and	This approach will continue into 2018-19	£471