

# Colley Lane Primary School



## Our Mission

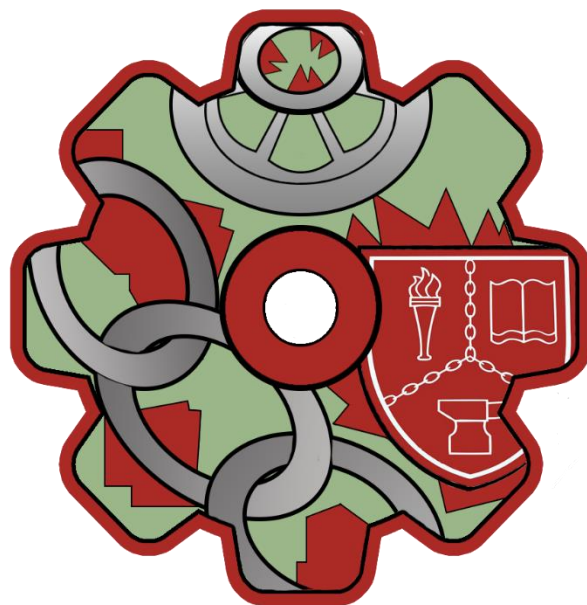
*We can all achieve*

*Happy together*

*Everyone shows respect*

*Everyone is valued*

*Learning is our future*



Subject: Pupil Premium Report

Issue Date: 2018/19

## Safeguarding Statement

At Colley Lane Community Primary School, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Colley Lane Community Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.



<b>Ratification Date:</b>		<b>Signed:</b>  <b>Miss Helen Hale (HEAD TEACHER)</b>  <b>Brian Blakemore (CHAIR OF GOVERNORS)</b>
<b>Review date:</b>		<b>Signed:</b>  <b>Miss Helen Hale (HEAD TEACHER)</b>  <b>Brian Blakemore (CHAIR OF GOVERNORS)</b>
<b>Review date:</b>		<b>Signed:</b>  <b>Miss Helen Hale (HEAD TEACHER)</b>  <b>Brian Blakemore (CHAIR OF GOVERNORS)</b>
<b>Review date:</b>		<b>Signed:</b>  <b>Miss Helen Hale (HEAD TEACHER)</b>  <b>Brian Blakemore (CHAIR OF GOVERNORS)</b>



## Pupil Premium Report

Colley Lane Primary School receives Pupil Premium funding as an additional sum of money that is allocated to all schools to support the learning of vulnerable groups of children to reach their full potential. It is aimed specifically at supporting children currently eligible for Free School Meals (FSM) or who have been entitled over the last 6 years and children looked after by the local authority (LAC). The intention of these funds is to increase progress and raise attainment.

For 2017/18 Colley Lane Primary school has approximately 600 pupils on role. On average 176 of those children have been eligible for Pupil Premium funding.

At Colley Lane Primary School we have set principles, which guide the allocation and desired outcomes of Pupil Premium funding. These are:

- To ensure that teaching and learning opportunities meet the individual needs of all of the pupils through the thorough analysis of pupil achievement;
- Targeted provision to improve attendance, behaviour and to extend our pupils' experience and their knowledge of the wider world;
- Focused pastoral work with pupils and parents to minimise barriers and support learning;
- To ensure appropriate provision is made for pupils who belong to vulnerable groups, including ensuring the needs of socially disadvantaged pupils are adequately assessed and where possible addressed;
- To include provision for socially disadvantaged pupils recognising that not all pupils who receive free school meals will be socially disadvantaged.
- Allocation of Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged or vulnerable to academic failure. This takes into account our recognition that not all pupils who are socially disadvantaged are registered or qualify for free school meals. (A proportion of any group, supported through Pupil Premium funding, will be made up of FSM children);
- Pupil premium funding to be allocated following a thorough needs analysis process to identify priority classes, groups or individuals;
- Skilled teachers and support staff to teach intervention groups to raise attainment in Maths, English and Communication supporting quality first teaching;
- Ensure all class and subject teachers know which pupils are eligible for pupil premium and take responsibility for accelerating their progress;
- Recognition that limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at any given time, however, provision will be made to support all our pupils to achieve the highest possible results so closing any gap with national standards.

At Colley Lane Primary School provision under Pupil Premium is defined as the range of provision facilitating pupils' access to education, the facilitation of pupils' access to the curriculum additional teaching and learning opportunities and alternative support and intervention.

In line with national and Ofsted requirements, our Governing Body are required to monitor and evaluate Pupil Premium funding spend. They are also responsible for the Pupil Premium funding action planning as a key part of school improvement and development. Governors will ensure that the needs of disadvantaged pupils are adequately assessed and addressed through termly pupil progress meetings, the termly analysis of attainment and progress data from each year group in terms of the whole cohort and those identified as in receipt of FSM.



The school faces a number of issues which continue to impact on children's learning and those are identified as potential barriers to learning.

- These are identified as:
- poor language attainment
  - English as an additional language
  - limited life experience
  - low self- esteem
  - lack of aspiration
  - low expectation
  - negative attitudes
  - social deprivation
  - SEN

In order for our children to reach their potential these issues need addressing.

Funding for 2017/18 is £236k. Nursery receives its own Early years Pupil Premium funding.

Funding is allocated to key areas across the key stages with the majority spend being on additional staff in order to support, target, extend learning and non-educational needs.

To ensure all Pupil premium children achieved their full potential the following areas are funded:

Area funded	Expenditure	Impact
<b>Psychological support</b> Talk time sessions 1:1, staff supported in breaking down barriers, family support. Cognitive behaviour therapist.	£88,600	Family and pupil support/counselling boosts confidence, esteem, gives home/school strategies. Consistency from home and across school.
<b>Nurture</b> Designated room to provide home from home comforts encouraging social skills, interaction and educational learning within a smaller group. Lunch club and behaviour support.	£33,400	Social skills, home from home environment, class work supported to ensure learning in a smaller environment. Enhances social skills, language opportunities and attitudes. Positive behaviour strategies to support children learning in class.
<b>Educational support</b> language, interventions, Speech and language, EAL support in English and Maths, maths, ICT, reading scheme. Staffing and external educational support.	£92,600	Consolidation of skills, application of skills to improve understanding. Increased expectation. Addressing SEN. Increased knowledge. New more relevant reading books. Intervention and smaller groups means more attention and a slower pace. Extra



		support to consolidate and extend learning.
<b>Non-educational support</b> (clubs: football, netball, cross country, Power pack, dodge ball, uniform.)	£3,000	Social skills, team work, boosted self- esteem, transferable skills to classroom.
<b>Enrichment activities</b> (eg gardening, craft, music, Forest schools, music tuition, subsidised trips)	£4,900	Boost to self- esteem, social skills, problem solving, outdoor learning, new skills and experiences.
<b>Transport</b> (mini buses x2) To go on visits to other schools for learning enrichment eg Mastery club, Science lab and trips within local area.	£13,700	Opportunities to access new places, social skills, inspiration, aspiration.

It is the responsibility of Miss Helen Hale (Head Teacher), or a delegated member of staff, to produce regular reports for the Governing Body Curriculum, Standards and Welfare sub-committee (or equivalent) on:

- the progress made towards closing the gap for socially disadvantaged pupils;
- an outline of the provision implemented since the last meeting;
- An evaluation of outcomes including cost effectiveness in terms of the progress made by the pupils receiving a particular provision in comparison with other forms of support.

It will be the responsibility of the Chairperson of the sub-committee to ensure this information is made known to the full Governing Body. Brian Blakemore (Chair of the Governing Body) will ensure an annual statement is made available to parents on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap' for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education. Success criteria targets will be identified and evaluated annually and included in the School Improvement Development Plan. The success criteria for the Pupil Premium Report are:

- Early intervention and support for socially disadvantaged children; Pupils meeting their individual targets;
- Effective allocation of additional human resources resulting in the accelerated progress of individuals;
- Improved parental school support;
- An ethos demonstrating a whole school approach;
- Improvement in pupils' learning behaviours and collaboration together with a growth in confidence.

2016/17 A.R.E	KS 2 READ	KS2 WRITE	KS2 MATHS	KS1 READ	KS1 WRITE	KS1 MATHS
Non PP	69%	85%	87%	70%	65%	70%
PP	53%	71%	59%	64%	56%	60%
GAP 2017	16%	14%	28%	6%	9%	10%
GAP 2016	27%	31%	23%	17%	20%	4%



Funding for 2018/19 is projected to be in the region of £245k.

Strategies planned to diminish the difference:

1. Supporting class teachers in identifying, targeting and resourcing where individual needs are identified. A review of barriers to learning for disadvantaged pupils has been undertaken.
2. Staff training to develop class teachers skills to constantly improve quality first teach, which is evidenced to have most impact on disadvantaged pupils.
3. Small group interventions targeting specific key areas where gaps are identified. Class consolidation from teachers.
4. Use of the mini buses to transport children in order to allow them to access a wider, enriched learning environment giving them experiences to draw on.
5. Mastery learning groups.
6. Library resources to continue to be supplemented to widen and deepen reading experiences.
7. Class readers to extend oral language, vocabulary, reading aloud skills.
8. Continuing ICT support in classrooms/nurture.
9. Maths resources – manipulatives, maths websites for parents to access with children from home.
10. Continued enrichment, nurture, educational/non-educational support.
11. Forest schools and outdoor learning opportunities.
12. Continuing with the Growth mind set program.
13. 1:1 Support for targeted children.