

Pupil premium strategy statement

School overview

Metric	Data
School name	Colman Junior School
Pupils in school	237
Proportion of disadvantaged pupils	27%
Pupil premium allocation this academic year	£116,260
Academic year or years covered by statement	2018 - 2021
Publish date	01 November 2019
Review date	01 October 2020
Statement authorised by	Julie Sandford
Pupil premium lead	Julie Sandford
Governor lead	Ed Rose

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	0.4
Writing	-0.4
Maths	-2.9

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	53%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Improve outcomes in Maths at end of KS2. Work with Maths Hub and buy resources to support embedding of Maths Mastery across the school
Priority 2	Vocabulary and communication/language skills a clear focus across the school to improve attainment in reading, writing and GPS; using BPVS as

	measurable starting point and providing booster sessions where required.
Barriers to learning these priorities address	Progress in maths weaker than with non-disadvantaged. Poor vocabulary and communication/language skills compared to non-disadvantaged. This impacts access to the wider curriculum
Projected spending	£ 30,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Increase number of pupils achieving greater depth in Reading at end of KS2	July 2020
Progress in Writing	Increase number of pupils achieving expected standard in GPS at end of KS2	July 2020
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)	July 2020
Other	Improve attendance of disadvantaged pupils	July 2020

Targeted academic support for current academic year

Measure	Activity
Priority 1	Work with Maths Hub and buy resources to support embedding of Maths Mastery across the school
Priority 2	Introduce Arrow as reading intervention strategy
Priority 3	Introduce GPS homework and revision books for Year 5 pupils
Barriers to learning these priorities address	Progress in maths weaker than with non-disadvantaged. Poor vocabulary and communication/language skills compared to non-disadvantaged. This impacts writing outcomes as well as access to the wider curriculum
Projected spending	£ 18,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Sharing Parent Support Adviser with federation partner school to support families with acute need that impacts attendance and achievement.
Priority 2	Sharing Pastoral Support Worker with federation partner school to support pupils with emotional need that impacts their access to learning
Priority 3	Sharing Attendance Officer with federation partner school to support families with attendance issues
Priority 4	Subsidising residential, day trips and visits and extra-curricular activities, including music tuition
Barriers to learning these priorities address	Improving attendance and a range of socio-economic issues for families Improving emotional regulation and wellbeing for pupils Improving access to a broad and balanced curriculum and ensuring an equality of opportunity.
Projected spending	£67,286

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring sufficient time for English and Maths subject leaders to undertake monitoring and support teaching staff	Use of additional cover through HLTAs where required
Targeted support	Ensuring sufficient time for English and Maths subject leaders to implement targeted support and provide support to staff	Use of additional cover through HLTAs where required
Wider strategies	Engaging families and pupils requiring support	Pastoral staff to be present at all events and actively promote their services via all forms of school communication

Review: last year's aims and outcomes

Aim	Outcome
Improve attainment in Maths at expected standard and at higher standard; reduce progress gap in Maths with national expectation	Attainment in Maths at the expected standard up 8% but still 5% below national. Attainment in Maths at the higher standard up 12% but still 3% below national. In Maths, the progress gap was reduced from -3.1 to -1.9, getting closer to national progress of 0.
Improve attainment at higher standard in reading and writing	In reading attainment at the higher standard up 16% and 15% above national. In writing, attainment at higher standard up 12% and 6% above national.
Improve lunchtime experience through introduction of positive play and broader range of activities on offer	More positive playtimes overall for the vast majority of pupils with fewer behavioural incidents and children more actively engaged in purposeful play.