

Pupil premium strategy statement for Colman Infant School

1. Summary information					
School	Colman Infant School				
Academic Year	2018/2019	Total PP budget	£33,980	Date of most recent PP Review	October 2018
Total number of pupils	180	Number of pupils eligible for PP	28	Date for next internal review of this strategy	April 2019

2. Current attainment – based upon academic year 2017/18		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving EYFS - GLD	38%	72%
% achieving Expected+ in reading, writing and maths	50%	68%
% achieving Expected+ in reading	70%	79%
% achieving Expected+ in writing	50%	72%
% achieving Expected+ in maths	60%	79%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Approximately a third of pupils eligible for PP, spread across years R, 1 and 2, have speech, language or social communication needs (32%).
B.	Speech, language and communication skills are key to other areas of development. Research shows that children who are slow to develop spoken language are likely to be slow to develop reading and writing skills (I CAN and Communication Trust).
C.	Research shows that children with communication difficulties are at increased risk of social, emotional and behavioural difficulties (I CAN and Communication Trust).
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Research shows that early intervention has greater and longer lasting benefits. The apparent increased demand for Speech and Language Therapy Services and long waiting lists is a barrier to prompt access to specialist assessment and advice to support provision in school. As a result, a more universal approach and self-supporting system is required, including effective communication with Parents, to ensure all are well informed about how they can be part of the whole school approach to improve language and communication skills.
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
A.	Improve GLD% for EYFS pupils eligible for PP by focusing on a universal approach to support the development of language and communication skills.
	The GLD% for disadvantaged pupils at least reaches the National average for pupils eligible for Pupil Premium (57%).

<p>B.</p>	<p>Literacy levels will improve; Pupils will become more confident and independent readers and writers.</p> <p>Improved attainment in Maths; Pupils with gaps in their mathematical knowledge and understanding will secure basic number skills to build on.</p>	<p>The KS1 Writing %Expected Standard+ for pupils eligible for Pupil Premium will exceed the National average for pupils in that group and move closer to the National average for pupils not in receipt of PP funding.</p> <p>The KS1 Reading %Expected Standard+ for pupils eligible for Pupil Premium will move closer to the National average for pupils not in receipt of PP funding (75%) and the average for all pupils in school (78%).</p> <p>The KS1 Maths %Expected Standard+ for pupils eligible for Pupil Premium (60%) will move closer to the National average for pupils not in receipt of PP funding (76%)</p>
<p>C.</p>	<p>Pupils will demonstrate good behaviours for learning and enjoy positive relationships with others in the school community.</p>	<p>Monitoring records will show consistently positive behaviours for learning across the school and a reduction in recorded negative behaviour incidents.</p>

5. Planned expenditure

Academic year

2018 - 2019

The three headings below enable the school to demonstrate how it is using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

- i. Quality of teaching for all** - Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried-and-tested continuing professional development courses.

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?
<p>Improve GLD% for EYFS pupils eligible for PP by focusing on strategies to support language and communication (WellComm and Talk Boost Assessment)</p> <p>To improve the language and communication skills of pupils throughout the school</p>	<p>Communication Champion – A universal approach in school to improving speech and language in the Early Years and beyond</p> <p>Involving children with SLCNs and working with parents, carers. To maintain effective communication with Parents, to ensure all are well informed about how they can be part of the whole school approach to improve language, communication and literacy skills.</p>	<p>It is recommended that schools should prioritise the development of communication and language as language provides the foundation of thinking and learning (Preparing for Literacy; Improving communication, language and literacy in the early years. EEF 2018)</p> <p>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p>	<p>Two members of staff will complete the Communication Champion CPD programme (NOA) and cascade training to colleagues. The implementation and impact of this whole school strategy will be monitored through the SIDP. The impact of strategies and support for individual and groups of pupils will be measured using recommended assessment tools as appropriate (Wellcomm, TALC, Rapt). Outcomes in terms of improved rates of progress and attainment for pupils will be closely monitored through half termly Pupil Progress meetings and recorded using school tracking tools e.g. Individual pupil plans, Class Provision Maps, Pupil Asset.</p>	<p>KM (supported by CS and MC)</p>	<p>Termly and in June 2019</p>
<p>To extend pupils' reading capabilities by providing appropriate support and effective challenge using a group guided reading approach.</p>	<p>Group guided reading</p>	<p>Evidence shows that developing pupils' speaking and listening skills and wider understanding of language is especially important for the development of a range of reading and writing skills in Key Stage 1. It is important to focus on the appropriate level of difficulty for guided reading texts and activities in order to provide an effective challenge and extend pupils reading capabilities (Improving Literacy in Key Stage 1, EEF 2017).</p>	<p>An audit of guided reading texts will ensure those used provide an effective challenge. Implementation of early identification and intervention for pupils experiencing reading difficulties. Regular monitoring of guided reading sessions to check that a wide range of strategies and approaches are taught explicitly and consistently and that pupils are encouraged and supported to apply their developing reading skills more widely.</p>	<p>KM</p>	<p>Termly and in June 2019</p>

Total budgeted cost					£9,111
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?
To improve the speaking, listening and communication skills of targeted groups of children as well as the whole class groups (YrR and Yr1)	Talk Boost	All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).	Provide sufficient training for members of staff. Ensure the sessions are appropriately resourced and delivered with fidelity to the published programme. Use recommended assessment tools to identify pupils who will benefit from the intervention and monitor progress and outcomes.	KM (supported by CS, WT)	Termly and in June 2019
Pupils will demonstrate improved attitudes to learning and social relationships in school and as a result attainment will also improve.	Positive Play Zones of Regulation	The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving. Strategies that seek to improve learning by increasing self-regulation have an average impact of five additional months' progress. A number of studies suggest that improving the self-regulation skills of children in the early years is likely to have a lasting positive impact on later learning at school, and also have a positive impact on wider outcomes such as behaviour and persistence. There are some indications that children from disadvantaged backgrounds are more likely to begin nursery or reception with weaker self-regulation skills than their peers. As a result, embedding self-regulation strategies into early years teaching is likely to be particularly beneficial for children from disadvantaged backgrounds. On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. SEL programmes appear to be particularly beneficial for disadvantaged or low-attaining pupils. (EEF T&L Toolkit Nov 18)	Use recommended assessment tools (Boxall Profile, SDQ) to assist identification and planning of approaches to support pupils who have difficulty self-regulating their behaviour. Plan the effective management of 1:1, group and classroom time to balance explicit teaching with scaffolded opportunities for children to practice and explore new skills and monitor the impact of support provided (including assessment of 'soft skills'). Monitoring records will show consistently positive behaviours for learning across the school and a reduction in recorded negative behaviour incidents for pupils who have received individual support.	KM (supported by MC, WT and RR)	Half Termly and in June 2019

		‘Zones of Regulation’ is a structured programme that has been recommended to school by outside agencies including Occupational Therapists.			
To increase Literacy attainment levels	A.R.R.O.W. Catch Up Literacy	<p>Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment (The Attainment Gap 2017).</p> <p>There is a broad consensus, supported by research evidence, that reading requires both decoding (the ability to translate written words into the sounds of spoken language) and comprehension (an understanding of the language being read). (EEF T&L Toolkit 15)</p> <p>Improving Literacy in Key Stage 1 recommendations:</p> <ul style="list-style-type: none"> • Promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling • Use high quality structured interventions to help pupils who are struggling with their literacy (EEF 2016) <p>A.R.R.O.W. and Catch Up Literacy are evidence informed reading, spelling and writing interventions listed in ‘What Works for Children with Literacy Difficulties’ Greg Brookes, 2017</p>	<p>Provide sufficient training for members of staff who will deliver the interventions.</p> <p>Ensure the sessions are appropriately resourced and delivered with fidelity to the published programme.</p> <p>Use recommended assessment tools to identify pupils who will benefit from the intervention and monitor attendance, engagement, progress and outcomes.</p>	KM (supported by JN and MC)	Half Termly and in June 2019
To improve number skills in order to support increased Maths attainment levels.	The Number Box	<p>Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment (The Attainment Gap 2017).</p> <p>The Number Box is designed to provide short, regular structured sessions that address identified gaps in pupils’ number understanding and skills.</p>	<p>Provide sufficient training for members of staff who will deliver the intervention.</p> <p>Ensure the sessions are appropriately resourced and delivered with fidelity to the published programme.</p> <p>Use recommended assessment tools to identify pupils who will benefit from the intervention and monitor attendance, engagement, progress and outcomes (Sandwell Early Numeracy Test).</p>	KM (supported by JN)	Half Termly and in June 2019
Total budgeted cost					£15,010
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?
To maintain effective communication with Parents, to ensure all are well informed about how they can be part of the whole school approach to improve language, communication and literacy skills.	<p>Regular opportunities planned for Parents to come into school to engage in activities that support their children's learning e.g. curriculum meetings, family learning sessions</p> <p>Parent Support Advisor coffee mornings/afternoons</p>	<p>An emphasis on better communication as a basis for improvements in parental participation was a key theme of the Lamb Inquiry (2009). Research shows that parental support of learning makes a positive difference to children's achievement (Desforges 2003) and that when parental engagement is part of a whole school strategy and improvement cycle it is sustainable and effective (Goodall and Vorhaus 2010).</p> <p>Communication within the school community is a focus of the SIDP.</p>	<p>The implementation and impact of plans to improve communication and promote parental engagement will be monitored through the SIDP.</p> <p>Parental access of opportunities to engage in school will be monitored.</p> <p>Parents' views regarding communication, information sharing and opportunities to find out how they can support their children in school and at home will be gathered via feedback forms and questionnaires.</p>	KM	Termly and in June 2019
Total budgeted cost					£9,839
6. Review of expenditure					
Academic Year 2018/19					
i. Quality of teaching for all					
Action	Intended outcome	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	

<p>Implement 'Communication Champion' initiative, a universal approach in school to improving speech and language in the Early Years and beyond</p>	<p>To improve GLD% for EYFS pupils eligible for PP by focusing on high quality teaching approaches and strategies that develop and support language and communication (WellComm and Talk Boost Assessment)</p> <p>To improve the language and communication skills of pupils throughout the school</p>	<p>At the end of EYFS the percentage of disadvantaged pupils achieving a Good Level of Development (GLD) was 50% (up from 38% last year).</p> <p>The percentage of pupils achieving Expected+ in Communication and Language was 83.3%.</p>	<p>The Communication Champion initiative, a universal approach to improving speech and language, will be embedded over the next academic year.</p> <p>The Communication Champion training was completed by three members of staff during the Autumn and Spring Terms 2018-19. At this point of review, we are still in the early stages of implementation. Development of language and communication is a priority on the 2019-20 School Improvement Plan (SIDP)</p> <p>Moving forward, in September 2019 we will use the Wellcomm assessment to provide an additional baseline measure from which to evidence impact on EYFS pupils' language and communication skills.</p>	<p>£3,069</p>
<p>Group guided reading</p>	<p>To extend pupils' reading capabilities by providing appropriate support and effective challenge using a group guided reading approach.</p>	<p>77.8% of disadvantaged pupils passed the Phonics Screening Test, with 66.7% achieving the higher threshold band of 37-40.</p> <p>At the end of Key Stage 1 in reading disadvantaged pupils did as well as their disadvantaged peers in Norfolk with 56% achieving Expected+. However, they did not perform as well as other disadvantaged pupils nationally (-6%).</p>	<p>We are reviewing the current group guided reading sessions and exploring other evidence informed approaches, including whole class guided reading.</p> <p>The investment in high quality guided reading texts was not actioned and will be carried forward to the new academic year.</p>	<p>£6,043</p>
<p>ii. Targeted support</p>				
<p>Action</p>	<p>Intended outcome</p>	<p>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

Talk Boost	To improve the speaking, listening and communication skills of targeted groups of children as well as the whole class groups (YrR and Yr1)	Approximately 50% of pupils included in Talk Boost groups were eligible for Pupil Premium. Across the five aspects of language and communication supported by the Talk Boost programme, pupils in EYFS groups made 14 points progress on average and those in Year 1 groups made 10 points progress on average.	Talk Boost has proved to be a very effective intervention, popular with pupils and parents. We will continue to use this approach in EYFS and Year 1.	£1,660
Social Communication and Interaction Groups including Positive Play and Zones of Regulation	Pupils will demonstrate improved attitudes to learning and social relationships in school and as a result attainment will also improve.	<p>Monitoring records show that pupil behaviour in school is good.</p> <p>The approaches and interventions used to increase social skills, behaviours for learning and pupil engagement are evidence informed and have been recommended by outside agencies e.g. Speech and Language Therapists, Occupational Therapists, Educational Psychology and Specialist Support.</p> <p>Most pupils who have received group or 1:1 support have made good progress from their starting points. Where this has not been the case further advice has been sought in order to identify any additional barriers to progress and plan appropriate approaches and provision.</p>	<p>We will continue to use interventions that support emotional development and social skills.</p> <p>School will purchase the Boxall Profile Online assessment and reporting tool to help measure the progress pupils make.</p>	£10, 303
A.R.R.O.W. Catch Up Literacy	To increase Literacy attainment levels	<p>Three members of staff received A.R.R.O.W. training in June 19 and began to deliver the programme. Initial results are very good.</p> <p>On average pupils made 13.7 months progress in reading and 2.6 months spelling progress over two months.</p>	<p>It is wise to focus on implementing a small number of interventions well.</p> <p>We did not use the Catch-Up Literacy programme.</p> <p>We will continue to use the A.R.R.O.W. intervention in the new academic year.</p>	£2,050
iii. Other approaches				

Action	Intended outcome	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
<p>Regular opportunities planned for Parents to come into school to engage in activities that support their children's learning e.g. curriculum meetings, family learning sessions</p> <p>Parent Support Advisor 'Drop In' sessions, coffee mornings/afternoons</p>	<p>To maintain effective communication with Parents, to ensure all are well informed about how they can be part of the whole school approach to improve language, communication and literacy skills.</p>	<p>Results of a recent Parent questionnaire indicated that 82% of respondents felt that school communicated information effectively and 85% felt that there are plenty of opportunities for effective communication with school.</p> <p>Family learning sessions were well attended and well received.</p> <p>The Parent Support Advisor has had contact with a large number of parents through 'new intake' mornings, weekly 'Drop Ins' and occasional coffee mornings/afternoons.</p>	<p>A programme of Family Learning sessions is planned for the academic year 2019-20.</p> <p>The role of Parent Support Advisor remains an important aspect of our work with parents. We are committed to continuing to promote parental engagement and maintain effective communication and support with the parents of pupils at our school.</p>	<p>£9,839</p>