

Pupil premium strategy statement

School overview

Metric	Data
School name	Colman Infant School
Pupils in school	180
Proportion of disadvantaged pupils	18% (32 pupils)
Pupil premium allocation this academic year	£39,600
Academic year or years covered by statement	2019 - 2021
Publish date	31 st December 2019
Review date	31 st November 2020
Statement authorised by	Julie Sandford
Pupil premium lead	Katherine Morley
Governor lead	Mr G Chambers

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	Not applicable at KS1
Writing	Not applicable at KS1
Maths	Not applicable at KS1

Strategy aims for disadvantaged pupils

Measure	Score		
Achieving GLD at EYFS	2019 – 50% (2018 Nat. Ave. 57%)		
Meeting expected standard at KS1	2019	School	National
	Reading	56%	62%
	Writing	33%	55%
	Maths	56%	62%
Measure	Activity		
Priority 1	To embed the Communication Champion initiative – A universal, whole school approach to improving the speech, language and communication skills in the Early Years and beyond.		
Priority 2	To extend pupils' reading capabilities by providing appropriate support and effective challenge using a whole class guided reading approach and focusing		

	<p>on the appropriate level of difficulty for reading texts and activities.</p> <p>Purchase and integrate new rich texts into the established colour coded reading books to provide appropriate challenge and promote and increase reading for pleasure.</p>
Priority 3	To improve outcomes in Writing at end of KS1. Work with Federation partner school and buy resources to support embedding of Big Writing in Years 1 and 2.
Priority 4	Improve outcomes in Maths at end of KS1. Work with Maths Hub and buy resources to support embedding of Maths Mastery across the school.
Barriers to learning these priorities address	<p>Prioritising the development of communication and language provides the foundation of thinking and learning.</p> <p>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.</p> <p>Ensuring staff use evidence-based whole-class teaching approaches and interventions.</p>
Projected spending	Books – 18% of £3000 = £540

Teaching priorities for current academic year

Aim	Target	Target date
Attainment in Reading	The KS1 Reading %Expected Standard+ for pupils eligible for Pupil Premium (56%) will move closer to the National Average for all pupils (75%) and the average for all pupils in school (74%).	September 2020
Attainment in Writing	The KS1 Writing %Expected Standard+ for pupils eligible for Pupil Premium (33%) will move closer to the National average for pupils in that group (55%).	September 2020
Attainment in Mathematics	The KS1 Maths %Expected Standard+ for pupils eligible for Pupil Premium (56%) will move closer to the National average for all pupils in that group (62%).	September 2020
Phonics	The percentage of disadvantaged pupils who pass the Phonics Screening Test will be in line with the National average of all pupils (82%).	September 2020
EYFS - Good Level of Development	The GLD% for disadvantaged pupils (50%) at least reaches the National average for pupils eligible for Pupil Premium (57%, 2018).	September 2020

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Talk Boost - Provide sufficient training for members of staff who will deliver the intervention. 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 attendance, engagement, progress and outcomes.

Priority 2	Read Write Inc. 1:1 - Focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Year 1
Priority 3	Embed the A.R.R.O.W. intervention (Year 2)
Priority 4	Work with Maths Hub and Federation colleagues at partner school and buy resources to support embedding of Maths Mastery across the school
Barriers to learning these priorities address	Supporting: Speech, language and communication Phonics, reading, spelling and writing Maths
Projected spending	£13,250.00

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. Purchase the Boxall Profile Online assessment and reporting tool to provide a baseline from which to measure the progress pupils make.
Priority 3	Sharing Attendance Officer with Federation partner school to support families with attendance issues.
Priority 4	Subsidising educational visits and extra-curricular activities, including after school sports clubs.
Barriers to learning these priorities address	Improving attendance and a range of socio-economic issues for families. Improving emotional regulation and wellbeing for pupils. Ensuring access to a broad and balanced curriculum and equality of opportunity.
Projected spending	£25,803.00

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring sufficient time for English and Maths subject leaders to undertake	Use of additional cover through HLTAs where required.

	monitoring and support teaching staff.	
Targeted support	Ensuring sufficient time for English and Maths subject leaders and Deputy Headteacher 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
<p>Implementation of 'Communication Champion' initiative, a universal approach in school to improving speech and language in the Early Years and beyond:</p> <ul style="list-style-type: none"> 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) To improve the language and communication skills of pupils throughout the school 	<p>At the end of EYFS the percentage of disadvantaged pupils achieving a Good Level of Development (GLD) was 50% (up from 38% 2018).</p> <p>The percentage of pupils achieving Expected+ in Communication and Language was 83.3%.</p>
<p>Group guided reading:</p> <ul style="list-style-type: none"> To extend pupils' reading capabilities by providing appropriate support and effective challenge using a group guided reading approach. 	<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>Talk Boost:</p> <ul style="list-style-type: none"> To improve the speaking, listening and communication skills of targeted groups of children as well as the whole class groups (YrR and Yr1) 	<p>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.</p>
<p>Social Communication and Interaction Groups (including Zones of Regulation):</p> <ul style="list-style-type: none"> 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>A.R.R.O.W.:</p> <ul style="list-style-type: none"> 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>Parental Engagement:</p> <ul style="list-style-type: none"> To provide regular opportunities planned for Parents to come into school to engage in activities that support their children's learning e.g. 	<p>Results of a recent Parent questionnaire indicated that 82% of respondents felt that school communicated information effectively and 85% felt that there are</p>

<p>curriculum meetings, family learning sessions.</p> <ul style="list-style-type: none">• 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>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>
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