

Cold Harbour CE Primary School

Pupil Premium Strategy Statement 2018 – 2019

Context of the School

Cold Harbour CE Primary School is a large; one and a half form entry school in the town of Bletchley, Milton Keynes. We have high aspirations and ambitions for all our pupils, and we are determined to ensure that all our pupils are given every chance to realise their full potential.

Pupil Premium Grant (PPG) Allocation

Cold Harbour CE Primary School receives a Pupil Premium Grant for each child who is entitled to receive Free School Meals or who has been entitled to over the last six years, and for any Looked After Children or Service Children. Pupil Premium funding is only available for children in Reception to Year 11 who are aged 4 and above.

In the financial year 2018-2019 the Pupil Premium is again allocated to schools based on those children on role in January 2018 that were known to have been eligible for Free School Meals (FSM) census on any pupil in last six years. Pupil Premium was also allocated to pupils designated as 'Looked After' and those children identified as being 'Service' children.

Pupil Premium Grant (PPG) Summary

Financial Year	2018/2019	Total PPG allocated	£82,320
Number of pupils on roll	274	Number of pupils eligible for PPG	60 (22%)

Financial Year	2017/2018	Total PPG allocated	£73,400
Number of pupils on roll	288	Number of pupils eligible for PPG	55 (19%)

04/10/18 census:
SEN: 41 (2 EHCP)
Free school eligibility 31

Key Data 2017-18

Good Level of Development (GLD) - Foundation Stage 2018

	<i>National 2018</i>	School
All (44)	72%	58%
Non-PP (39)	-	59%
PP	74%	50%

Phonics Screening Check – Year 1 2018

	<i>National 2018</i>	School
All (43)	83%	28 (65%)
Non-PP (36)	85%	5 (64%)
PP (7)	85%	23 (71%)

Phonics Screening Check – Year 2 2018

	<i>National 2018</i>	School
All (44)	-	19 (68%)
Non-PP (34)	-	14 (57%)
PP (10)	-	5 (100%)

Key Stage 1 Attainment 2018

	<i>Expected + National ALL 2018</i>	Expected + School ALL	Expected + School Non-PP	Expected + School PP
Reading	75%	59%	53%	80%
Writing	70%	52%	47%	70%
Mathematics	76%	55%	50%	70%

Key Stage 2 Attainment 2018				
	Expected + National ALL 2018	Expected + School ALL	Expected + School Non-PP (35 pupils)	Expected + School PP (10 pupils)
Reading	75%	62%	63%	60%
Writing	78%	49%	54%	30%
EGPS	78%	53%	57%	40%
Mathematics	76%	56%	66%	20%
Combined RWM	64%	36%	43%	10%
Av. Scaled Sc.				
Reading	105.04	101.3	102.0	98.7
Maths	104.38	100.7	102.2	95.5

Absence year 6 – 2017/2018

summary	pupils	Absence		Persistent absentees	
		School	National	School	National
FSM Ever	11	5%	5%	9%	11%
Not FSM (ever)	34	3%	3%	0%	3%

1. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	Disruptive and poor teaching over the last two years has impacted on the progress for all children in KS2 but particularly for Pupil Premium for whom the lack of stability and quality of teaching has had a greater impact.
B.	Behaviour issues for a minority of children with a focus in year 6 had a detrimental effect on their academic progress and that of their peers.
C.	As a result of children not forming good relationships, there are poor attitudes and behaviours for learning with a lack of resilience.
External barriers	
D.	Attendance rates for pupils eligible for PP are % (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increased attainment across Key Stage 2 for pupils eligible for pupil premium in writing and maths.	Reduce the gap in attainment at ARE between PP and 'other' pupils so that PP children attainment is at least in line with 'other' pupils in writing and maths.
B.	Behavioural issues of Year 6 pupils addressed.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards). Children access learning in the classroom alongside their peers.
C.	Children are more settled, ready to learn and relationships are good with peers and adults.	A consistently implemented behaviour policy that is understood by all. Low level disruption in classes is reduced (from 77 as identified in spring 2 '18 behaviour report).
D.	Increased attendance rates for pupils eligible for PP.	Overall FSM Ever attendance improves from 94.3% to 96% in line with 'other' pupils.

2. Planned expenditure					
Academic year		2018/19			
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. Increased attainment across KS2 in writing	Staff training on use of 'Write Stuff' Reading comprehension strategies to increase vocabulary .	We want to invest some of the PP in longer term change which will help all pupils. Previous English lead researched strategies to improve writing and 'Write Stuff' was identified as an effective way to improve writing attainment, and it is a suitable as an approach that we can embed across the school. The EEF Toolkit suggests that focusing on reading comprehension improves outcomes by +6 months, which will further support language for writing.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Learning walks of attendees' classes after the course, to monitor learning. Lessons from training embedded in school writing policy. Training for staff during staff meetings to deliver training in reading comprehension.	English Lead	December 2018
	Staff training on progression in skills in grammar	We want to invest some of the PP in longer term change which will help all pupils gain skills for life. Developing a grammar and punctuation progression document alongside reading comprehension strategies to create a richness in language used by children . English lead researched strategies to improve grammar Progression document identified as an effective way to improve grammar , and an approach that we can embed across the school	Progression in grammar document Use staff meeting time to secure delivery Monitoring effectiveness Lesson studies used to monitor how the English policy is embedded.	English Lead	July 2019

A. Increased attainment in maths in KS2	<p>CPD on providing challenge for high attaining pupils.</p> <p>Mastery approach adopted through WhiteRose</p>	<p>PP are making less progress in maths than other higher attaining pupils across Key Stage 2. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to provide specialist training for a small number of relevant teachers who can</p> <p>1) provide stretch and encouragement for these pupils</p> <p>2) Share best practise across the school</p> <p>Application to join Primary Mastery Readiness Programme to raise standards and increase the % of pupils reaching ARE.</p> <p>The EEF toolkit suggests that mastery learning improves outcomes by +5 months</p>	<p>Maths HUBCourse selected using evidence of effectiveness.</p> <p>Use staff meetings to deliver training.</p> <p>Observation of attendees' classes after the course, to embed learning (no assessment).</p> <p>Learning walks to monitor and evaluate effectiveness .</p>	Maths lead	July 2019
Total budgeted cost					£10,498.00

i. 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. Increased attainment in writing and maths	Additional teacher to reduce class size and to work (9hrs/week) to work 121 and small group provision.	Some of the pupils need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools. The EEF Toolkit suggests that reducing class size improves outcomes by +3 months. And small group tuition improves outcomes by +4 months and one to one tuition improves outcomes by +5 months.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Monitor the quality of teaching through regular learning walks and work scrutiny. Pupil progress meetings half termly.	English Lead Maths Lead	Half termly
	Individualise instruction through booster classes by Maths lead and year 6 teacher	The EEF toolkit suggest that providing individualised instruction improves outcomes by 3+ months and providing opportunities for parental engagement increases outcomes by +3 months.	Provide information meetings and workshops to increase parental engagement with families to support pupils to come engage in additional booster classes before and after school. Monitor pupil progress	Maths Lead	April 2019

Total budgeted cost					£20,753.74
ii. 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?
B. Problem behaviour in Year 6 addressed	Use of learning mentors to settle children quickly and support them with their independence and anxiety. Identify a targeted behaviour intervention for identified students. Develop restorative approaches and focus on positive behaviours.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of target pupils is fair, transparent and properly recorded. Implement use of CPOMS to monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.	Year 6 teachers	July 2019
A.Children more settled and ready to learn with good relationships	Introduce new behaviour policy. Training of staff to ensure it is consistently implemented Training on social and emotional learning. Implement new policies: Pastoral Provision, Promoting positive mental health. Pupil voice to ascertain attitudes to learning and impact of behaviour policy. Provide additional funding for wider opportunities	The EEF Toolkit suggests that a focus on social and emotional learning improves learning by +4 months. To raise self-esteem and provide opportunities for PP to engage in non-core curriculum areas such as music and sport. The EEF toolkit suggests that Arts participation improves outcomes by +2 months and engagement in Sports participation increases outcomes by 2 months PP are given the opportunity to attend trips and visits including residential. The EEF toolkit suggests that participation in outdoor adventure learning improves outcomes by +4 months.	Learning walks to monitor the implementation of the behaviour policy. Implement use of CPOMS to monitor behaviour. Monitor exclusion rates. Use of pupil voice and parental questionnaires.	Deputy head teacher	Termly

D. Increased attendance rates	Learning mentors employed to monitor pupils and follow up quickly on absences. First day response provision.	To improve attainment, children need to attend school regularly. NFER briefing for school leaders identifies addressing attendance as a key step.	Learning mentors to monitor existing absence issues. PP lead, office staff , head etc. will collaborate to ensure new provision and standard school processes work smoothly together.	Pupil Premium Lead	Jan 2019
Total budgeted cost					£50,961.27