

Pupil premium strategy statement: Coteford Infant School 2019-20

1. Summary information					
School	Coteford Infant School				
Academic Year	2019/20	PP budget	£58,000	Date of most recent PP Review	September 2019
		Service Children	£1,500		
		Post LAC PP budget	£4,600		
		Total PP budget	£64,180		
Total number of pupils	211 (School) 31 (Nursery)	Number of pupils eligible for PP	49 (School) 5 (Nursery)	Date for next internal review of this strategy	September 2020
PP Group context: 7 boys – 12 girls 6 EHCP/SEN Support 3 EAL					

2. Current attainment (2018/2019)		
	<i>Pupils eligible for PP (your school) (19 Children)</i>	<i>All Pupils (national 2017)</i>
% achieving Expected or above in reading at the end of KS1	44%	75%
% achieving Expected or above in writing at the end of KS1	39%	70%
% achieving Expected or above in maths at the end of KS1	50%	76%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Oral language skills in Nursery and Reception are lower for pupils eligible for PP than for other pupils.
B.	Children in the nursery are not 'school ready' in personal care or independence
C.	Literacy and Numeracy skills are lower for some pupil premium children because of fewer pre-school experiences.

D.	Parental engagement with home learning activities is lower for pupils eligible for PP than other pupils.
D.	Pupil Premium children have lower levels of self-esteem and confidence and this impacts on their aspirations and motivation for learning
E.	Pupil Premium children may have additional health needs and/or be on SEN Support/EHCP
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Low attendance has a significant impact on children's future attainment

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in the foundation stage and effectively engage parents with the language programme being delivered. By the beginning of year 1 children will be within the expected age-related limits of the speech and language link screening test.	Pupils eligible for PP in the foundation stage will have made rapid progress by the end of the year so that 70% pupils eligible for PP meet age related expectations in listening and attention, speaking and understanding.
B.	The school will raise the profile of the importance of school readiness and talking to their children and raise awareness of the borough's new speech and language therapy website which includes suggestions for parents. Home visits planned for July instead of start of the start of the year in September. This is to ensure parents know what to work on over the summer holiday. Resource packs for prospective parents.	Higher number of children will be toilet trained by the start of school. They will have a greater understanding of speech and language and importance of vocabulary. Children having a better understanding of using manipulatives and resources to aid their learning and understanding.
C.	Pupils eligible for pupil premium will have been provided with additional support, where appropriate, to enable them access to an increased number of experiences of literacy and numeracy learning opportunities. Some opportunities to access extra-curricular activities which will be beneficial to individuals will have been provided. All children will have been provided with opportunities to access enrichment activities including visitors to school and termly class trips. PP group trips will be planned for throughout the year, where selected children will have the opportunity to attend inspirational trips and develop relationships.	Pupils eligible for PP in the foundation stage will have made accelerated progress by the end of the year so that 70% of pupils eligible for PP will achieve a GLD at the end of the foundation stage. 90% of pupils eligible for pupil premium will pass the phonics screening test at the end of year 1. 70% of pupils will have met age related expectations in literacy and numeracy at the end of KS1.
D.	Parents will be engaging with and supporting their child's learning at home. Parents of pupils eligible for PP will attend parent workshops or targeted 1:1 sessions about supporting their child. Parents are well informed and will receive information regularly. All Pupil Premium children will be assigned a member of staff to act as a reading buddy in school who will commit to listening to them read at least three times a week.	There will be an increase in the number of parents engaging with their child's learning activities at home and attending parent workshops. Parents will be using resources from the school's learning library to support their child. All pupil premium children will have been heard read individually 3 times a week.
E.	Pupil premium children will have increased levels of self-esteem and resilience which will increase their aspirations and motivation for learning.	Pupils will be more engaged with learning and have the self-motivation required to improve their own learning and achieve more.
F.	Identify children who have additional needs effectively and in a timely manner so interventions can be put into place to minimise the risk of children falling behind.	More children will be identified sooner and interventions put into place sooner. Impact of interventions will be measured and recorded more frequently.

G.	Pupils eligible for PP will have improved levels of attendance.	Overall attendance for children eligible for PP will improve to 96% in line with 'other' pupils.
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5. Planned expenditure					
Academic year	2019/20				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
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. Improved progress for all pupils	<p>Read, Write Inc. will be delivered in six small groups in Reception and five groups in Year 1.</p> <p>Focus on reading comprehension. – New reading book scheme bought in for home/school readers.</p> <p>Close monitoring of progress through reading bands.</p> <p>AM Interventions – mirror teaching. Small group, targeted sessions, mirroring objectives taught in class.</p> <p>Homework Club – Friday afternoons.</p> <p>Inspirational trips</p>	<p>Teaching in smaller ability groups has been shown to be effective. See evidence in EEF Toolkit</p> <p>Trend in reading comprehension dipping year on year in whole school data.</p> <p>To ensure that children are progressing through the reading levels at a good pace and ensuring no children are falling behind.</p> <p>Small group, targeted teaching – ensures children are receiving the right level of input to enable them to make progress.</p> <p>Link between children who do not work at home and the subsequent impact that has on their progress is evident. This will give children the opportunity to complete their work, with an adult around for support if necessary.</p> <p>Give children experiences they may not be able to have at home. Develop on vocabulary and improved literacy skills. Build cultural capacity.</p>	<p>Children will be assessed every half term to track and monitor progress</p> <p>Use of Salford reading tests to record and monitor word acquisition. (Baseline assessment Yr1 – End of Yr 2)</p> <p>Information to parents on how to use new reading scheme at home. Consistent approach throughout school on assessing reading comprehension.</p> <p>Monitoring cycle.</p> <p>Attend sessions, speak with class teachers about impact.</p> <p>Close consideration of group for trips – have they had this experience/what will they benefit from it?</p>	<p>Sarah Barnes</p> <p>Reading Lead</p> <p>Caroline and Mary</p> <p>Pupil Premium Coordinator</p> <p>Caroline and Mary</p>	July 2020
Total budgeted cost					£14,400

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?
A. Improved oral language skills in the foundation stage	Provide Attention Hillingdon groups in the Nursery and Reception class Language Link Screening Staff training on developing language for pupils in EYFS and reception with SALT Use Time to Talk and Reception Narrative Intervention	Some of the students need targeted support to catch up. These are programmes which have been recommended by the SALT and have been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Provide cover for staff to attend Attention Hillingdon Support Group Ensure purchase of exciting resources LSAs to attending SALT sessions with targeted pupils	Nursery and Reception class teachers	July 2020
B. Any child not making the progress required to achieve their end of year expectations will receive additional interventions as appropriate	Intervention programmes delivered to support language, literacy, numeracy and social and emotional skills, and fine motor skills programmes. Interventions regularly reviewed and progress monitored. These programmes will be delivered by the pupil premium coordinator, a HLTA and two LSAs in the afternoon An LSA will be employed to work in the Foundation Stage during the mornings to provide extra support. All children allocated a staff 'reading buddy'. Including SMT	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Children's progress measured and monitored through evaluation of intervention data, pupil progress meetings, classroom monitor data. Children's progress in the classroom will be maintained after the completion of the intervention.	Pupil Premium Coordinator	July 2020

C. Parents of pupils eligible for pupil premium will have the resources available to them to support their child's learning.	The Pupil Premium Coordinator will ensure that she provides opportunities to discuss ways that parents can support their child at home. In addition, she will provide appropriate resources to support their child's learning. Children will have free access to clubs – i.e. French and Spanish	There is evidence from the EEF Toolkit that increased parental involvement in children's learning has a positive impact on children's attainment. Reception packs available to purchase. Advertised at Reception taster mornings.	The pupil premium coordinator will oversee the learning library and make personal contact with parents to offer them suggestions about ways they could use the learning library resources to help their child. Parents will receive regular slips from the person working on interventions with them detailing what the child has been learning about in interventions and how they can support them at home.	Pupil Premium Coordinator LSAs	July 2020
D. Children identified with emotional needs will be supported to express their emotions and increase their feelings of self-esteem.	FRIENDS intervention programme will be run by the Pupil Premium Coordinator Play therapist to be employed for four hours per week. Children may be supported to attend school clubs.	Interventions designed to support social and emotional have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (EEF Toolkit)	The pupil premium coordinator will liaise with the play therapist. Feedback will be obtained from the class teachers and parents as to whether they notice a discernable impact on the children's behaviour/attainment levels.	Pupil Premium Coordinator	July 2020

Total budgeted cost £42,500

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?
E. Increased attendance rates	The Headteacher will invite parents to a meeting with her if a child's attendance is a cause for concern. Breakfast club will be open from 8.00am.	We can't improve attainment for children if they are not actually attending school. There is substantial evidence to show that good attendance leads to higher levels of attainment. Children learn better when they have had breakfast and a settled start to the day. It is also beneficial to the development of social skills.	Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, headteacher etc. will collaborate to ensure new provision and standard school processes work smoothly together. Ensure adequate staffing provision and a range of activities for the children to enjoy.	Headteacher Caroline Higgins	July 2020 July 2020

	Introduction of attendance hamster for winning class each week.	Attendance bear success as started to dip. Children need a new and exciting reward for high attendance.	Through weekly assemblies. Attendance display in hall.	Pupil Premium Coordinator	July 2020
Total budgeted cost					£4,800
Support for individual children facing challenges/needing additional support at clubs/sports kits/resources					£1,000

6. Review of expenditure					
Previous Academic Year		2018/19			
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	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	
A. Improved progress for all pupils	Read, Write Inc. will be delivered in six small groups in Reception and five groups in Year 1.	<p>55% of children eligible for pupil premium achieved the expected standard in Reading and 60% achieved the expected standard in writing at the end of the Foundation Phase. There has been a significant dip (-22%) in children reaching the expected standard in reading. Slight increase (4%) in writing.</p> <p>77% children achieved the expected standard in the phonics screening test at the end of Year 1. Of the children who did not meet the expected standard 6 of those have SEN, 3 are new admissions and 5 are EAL.</p>	<p>Teaching children in smaller groups is an effective approach and will be continued. The training sessions for reception parents are effective and a parent session for year 1 looking at the different expectations should be introduced. Phonic Mock tests will be introduced, 3 x a year, with all year 1 children to track and monitor progress.</p> <p>Attendance is still a significant issue contributing to children's progress. This was particularly difficult to change with children new to the school.</p>	£24,000	
ii. Targeted support					
Desired outcome	Chosen action/approach	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>A. Improved oral language skills in the foundation stage</p>	<p>Provide Attention Hillingdon groups in the Nursery and Reception class Language Link Screening Staff training on developing language for pupils in EYFS and reception with SALT Use Time to Talk and Reception Narrative Intervention</p>	<p>There have been very positive outcomes from Attention Hillingdon and Time to Talk</p> <p>Reception Interventions had the greatest impact on attainment. KS1 interventions were effective although meant the gap did not increase in many cases there was not the same accelerated progress as in Reception. The Speech and Language therapist reported good outcomes for all the children on her caseload and praised the work of school staff.</p>	<p>Attention Hillingdon has been really successful. Time to Talk has been effective and will be continued particularly for children who need support with social skills in addition to Language. Language Link tools have been updated and in consultation with the SALT more use can be made of these next year. Language Link assessments will be used more frequently to track the impact of Lang interventions. Reception Interventions should be a priority to enable children to keep up rather than catch up at a later stage. SALT programmes being used regularly which is having a positive impact on progress.</p>	
<p>B. Any child not making the progress required to achieve their end of year expectations will receive additional interventions as appropriate</p>	<p>Pupil Premium Coordinator to be employed for 1 day a week to oversee intervention programme</p> <p>Intervention programmes delivered to support language, literacy, numeracy and social and emotional skills, and fine motor skills</p>	<p>Due to covering long term support staff absence, maths and literacy interventions were focused on Year 2. These had a positive impact for the children with the highest levels of attendance.</p>	<p>Maths and literacy Interventions should be resumed across the Year Groups and an LSA allocated to each year group to deliver interventions every afternoon.</p> <p>Monitoring progress and impact of interventions frequently to ensure they are having the desired impact.</p>	
<p>C. Parents of pupils eligible for pupil premium will have the resources available to them to support their child's learning.</p>	<p>The Pupil Premium Coordinator will ensure that she provides opportunities to discuss ways that parents can support their child at home. In addition she will provide appropriate resources to support their child's learning</p>	<p>Some parents borrowed resources from the learning library.</p> <p>Regular contact from the pupil premium coordinator with parents was limited to a small number- this had a positive impact for those children but was not as far reaching as had been planned at the beginning of the year.</p>	<p>Loaning resources relied on the Pupil Premium Co-ordinator engaging with the parents on a regular basis. There have been fewer opportunities for contact than had been hoped for and we should review how this can be managed within time constraints.</p> <p>Change of leadership had an impact on continuity of provision.</p>	

<p>D. Children identified with emotional needs will be supported to express their emotions and increase their feelings of self-esteem.</p>	<p>FRIENDS intervention programme will be run by the Pupil Premium Coordinator</p> <p>Play therapist to be employed for two hours per week.</p> <p>Children may be supported to attend school clubs.</p>	<p>Children have benefitted from the FRIENDS intervention and look forward to the groups. It has increased children's confidence. There are an increasing number of requests from teachers for individuals to join the group.</p> <p>Play Therapy has benefitted a small number of children and was increased to four hours per week.</p> <p>There are increasing numbers of children with emotional and well-being issues which need to be addressed before they can learn effectively.</p> <p>Some children have been supported to attend sports, French, Spanish and Smarties after school club.</p>	<p>FRIENDS groups to continue Play Therapy should continue</p> <p>The success of FRIENDS should be built on through the whole school Sandwell project initiative. PSHE resources to be used weekly (Rec-Year2)</p> <p>Introduction of a learning support assistant for half a day a week to each year group to focus on pupil premium children</p> <p>Attendance at extra-curricular clubs has contributed to increases in self-esteem for the children. This should continue and extended where possible.</p>	
			<p>Total Cost</p>	<p>£50,000</p>

<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</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>
<p>D. Increased attendance rates</p>	<p>Traffic light letters to be sent home half termly to all pupils.</p> <p>The Headteacher will invite parents to a meeting with her if a child's attendance is a cause for concern.</p>	<p>The attendance of some pupils improved but attendance is still an issue for a small number of pupils</p> <p>39 pupils were monitored for attendance below 90%. This reduced to 24 children by the end of the summer term. Of these 14 were showing an improving trend.</p> <p>Case studies showed a positive impact for some families who had meetings and support from SMT about attendance. However, where behaviours about attendance were entrenched it was difficult to make changes e.g. 5th or 6th child in a family with poor attendance</p>	<p>The Head Teacher will continue to hold regular attendance meetings with parents of pupils whose attendance is a cause for concern.</p> <p>Traffic light letters reduce to once a term. We found that a negative letter in October made some families dismissive of all future letters. It is important to engage families so that they want to improve attendance. This change has had a positive impact as it also meant families had a sufficient amount of time to make changes and improve attendance percentage.</p> <p>Termly traffic light letters will continue.</p> <p>The Headteacher's review meetings have had a positive impact and therefore these will continue. The numbers of these that are required however mean that the meetings this year may be distributed between the senior leadership team.</p>	<p>£1,500</p>

7. Additional detail

Interventions which are used within school to support children

Attention Hillingdon

Black Sheep Press Nursery Narrative Pack

Black Sheep Press Reception Narrative Pack

1:1 Reading and/or Writing

1:1 Phonics

Time To Talk

Y1 Writing Group

Y2 Writing Group

Social Skills Group (PALs)

Fun Art

Lego Therapy

Language Group

Language Link

Time to Talk

Play Therapy

An additional Y2 small teaching group for maths and literacy

Staff Training

This year we are continuing a new internal training programme for learning support assistants to ensure they are better informed about new developments and approaches which can be used to support children's learning.