



Courtney Primary School Pupil Premium Spending Plan 2017-18

Number of pupils qualifying for the Pupil Premium Grant in each year group (October 2017): 44

Courtney Primary School- Pupil Premium Allocation 2017/18 Spending and Proposed Impact										
Total Allocation £63,000										
Barriers to achievement	Therefore, Pupil Premium will be used to fund	Cost (revised spend based on figures for academic year)	How we will measure the impact	Review July 2018						
Sometimes Pupil Premium have gaps in their learning so they find it more difficult to access their learning at a level appropriate to their age/year group	<p>Pupil Premium Champion release time to allow the following:</p> <ul style="list-style-type: none">• Rigorous monitoring and tracking with a focus on FSM pupils not making expected progress from their starting points of the previous key stage, then within the academic year. This will result in more pupiled making expected progress or greater and reduce ‘slippage.’• Focus to be given to the more able PP children as OFSTED found that they needed more challenge.• Use of FFT targets to create a ‘flight’ path of targets for end of KS1 and KS2 attainment for 2017-18, to ensure challenge and aspiration• Networking opportunities for Pupil Premium champion, including attending at RISE alliance meetings and Best Practice. <p>Sutton trust: small group tuition +4 months and 1:1 tuition +5 months</p>	<p>£11,320.00</p> <p>£11,320.00</p> <p>£1581.00</p>	<ul style="list-style-type: none">• There will be increase in % of PP achieving age related expectations in terms of attainment at the end of each key stage• PP children at the end of key stage 2 will continue to have stronger progress scores than their non PP peers in reading and maths and will have also have accelerated progress in writing• Numbers of pupils making expected or greater progress will increase- see below for 2016-17 figures of children off track – these numbers will decrease <table><tr><th>Reading</th><th>Writing</th><th>Maths</th></tr><tr><td>7</td><td>4</td><td>14</td></tr></table> <ul style="list-style-type: none">• School Leaders will be held to account by the Governors for the progress made by the Pupil Premium funding through FBG meetings and 6 x yearly meeting between Pupil Premium Champion and Governor	Reading	Writing	Maths	7	4	14	<p>EYFS</p> <ul style="list-style-type: none">• 2/4 (50%) achieved GLD compared with 72% non-PP. Gap of -22%. 2x have SEND• Of the 3 children with a baseline, expected+ progress was: 100% for Writing, 67% for Reading and Maths. <p>Phonics</p> <ul style="list-style-type: none">• 100% of PP pupils in Y2+ have now met phonics threshold• 2/4 (50%) of PP pupils met Y1 phonic threshold. The 2 PP pupils who did not are SEND support and EHCP. <p>KS1</p> <ul style="list-style-type: none">• KS1 had 3 PP pupils, one joining in April. All have SEND. 0% achieved expected in R or W but 33% did in M. This is expected progress from EYFS levels. <p>KS2</p> <ul style="list-style-type: none">• KS2 attainment gap was wide in Reading (-32%) however TA judged the gap as -4%. Writing PP was +7.7% with above expected progress.• Maths the gap was -32% which reduces to -15% when PP+SEND are removed. <p>Actions:</p> <ul style="list-style-type: none">• Reading attainment in KS2 was unexpectedly lower than practice tests had indicated so need to monitor carefully and teach to gaps. Track reading diet of individuals and introduce more multi-step problems and vocabulary work.• Maths progress in KS2 was weak (-4.5 for PP). This was expected and boosters didn’t close the gap. Introduce fluency and multi-step problems earlier in school. Change provision if boosters are indicating approach not working.
Reading	Writing	Maths								
7	4	14								

<p>Sometimes Pupil Premium pupils have gaps in their learning so they find it more difficult to access their learning at a level appropriate to their age/year group</p>	<ul style="list-style-type: none"> • Pupil Premium Champion supporting subject leaders to ensure quality first teaching and appropriate interventions/provision maps are used to accelerate pupil progress. • Fortnightly mentoring with Pupil Premium and target setting • Format of Provision maps reviewed, to emphasis quality first teaching. Provision maps reviewed mid cycle to emphasize the timeliness of interventions • Pupil Progress Meetings increased to 5x a year • English/Maths leaders to work primarily on promoting the principles of quality first teaching, priorities focused on OFSTED areas for development (English- children who have not acquired basic skills, especially PP boys and Maths- reasoning and problem solving) • TAs to be deployed to work an increase number of afternoons, primarily to work on pre and post teaching and feedback with those children needing support. These TAs will be the ones that are in class in the morning so application of intervention is ensured. <p>Sutton trust: small group tuition +4 months and 1:1 tuition +5 months</p>	<p>£2361.00 £2171.80</p> <p>£1068.00</p> <p>£2796.00</p> <p>£15785.00 £15785.00</p>	<p>See above</p>	<ul style="list-style-type: none"> • Provision Maps written 5x in the year and discussed with PP Champion. PP children provision tracked. • PPMs allowed English and Maths leaders to work alongside PP Champion. • Quality First Teaching has improved, particularly in Writing where there is a clear progression and planning expectations. Maths Problem Solving and Reasoning has been embedded across the school. • TAs working on feedback and response has been very effective. Children articulate their next steps and editing and redrafting is well-established cross the school. <p>Action: More focused action from Maths Entry and Exit Cards Development of Fluency in Maths Development of Reading progression and approach to teaching.</p>
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Barriers to achievement	Therefore, Pupil Premium will be used to fund	Cost (revised spend based on figures for academic year)	How we will measure the impact	Review July 2018
Sometimes Pupil Premium children are passive learners which results in less engagement in the curriculum	<ul style="list-style-type: none"> • Introduction of the Jigsaw SOW for PSHE. • Purchase of Jigsaw resources • Remodelling of Crown Values and 'Learning to Learn' characters to match Jigsaw themes • Training for staff regarding Jigsaw principles and pedagogy • Training days x 2 day for Jigsaw leader • PSHE release time to monitor impact to ensure that the resources are having impact • New assessment system for PSHE • Analysis of trends in behaviour and metacognition to send aspirational messages to PP children e.g. numbers achieving silver and gold on behaviour tree <p>Sutton Trust: social and emotional learning + 4months</p>	<p>£2622.00 £2411.00</p>	<ul style="list-style-type: none"> • There will be an increase in children that are happy in school through pupil voice (83% in June 2017) • Pupils' comments in pupil voice will talk about the skills that are needed to be an independent learner and be able to problem solve • Monitoring shows an increase in the frequency of PSHE sessions throughout each term • Children are able to identify the skills taught in jigsaw and how to apply these in wider context. This will also be measured through new assessment 	<ul style="list-style-type: none"> • LA Review (June 2018) commented favourably on the learning behaviours of the pupils across the school. • Introduction of Learning Pits and Marvellous Mistakes provide children with language needed for self-improvement. • Jigsaw was introduced and linked to Crown Values. Circle Time and Bother Boxes provided the opportunity for pupils to talk about any concerns. • At December 2017, there was an increase to 88% of children saying they were happy in school. • Monitoring shows that there is an increase in frequency of PSHE sessions- taught each week in class using jigsaw. • New assessment tool not introduced. <p>Action: New PSHE Lead to evaluate provision and to organise Jigsaw leader training days. Carry out Pupil Survey for PP children</p>
The parents of Pupil Premium children sometimes do not feel that they can support their children's learning	<ul style="list-style-type: none"> • Revitalised programme of parent curriculum evenings, led by SLT • Targetted PP parents specifically invited to attend • Workshops focused on learning alongside the children • Attendance tracked and monitored. Appropriate next steps taken e.g. if poor uptake then time altered • Creche facility for curriculum evenings offered • Pupil Passports created for each PP child. Parents to contribute to these and be supported with strategies that aid child in school • Participation in Parental Engagement project by PP leader, supported by RISE alliance 	<p>£87.00 £87.00</p>	<ul style="list-style-type: none"> • There will be an increase in the numbers of PP parents that feel that they can support their children's learning through a parent survey • Tracking of PP children using the 'thriving in school' hexagon shows an improvements in the following areas: reading at home, parental engagement, home learning 	<ul style="list-style-type: none"> • Curriculum evening introduced for maths from Y1 upwards • Little uptake across the school including PP children. • Creche offered for EYFS phonics evening. • Pupil Passports not yet created for PP children, unless they have SEN as well. • Parental needs audited. Joint actions/work to be decided at the next meeting. <p>Action: • Curriculum element to be added to each class's WOW event as these are better attended, especially by PP parents. • Homework to be adjusted to focus on fluency and basic skills reinforcement. Simplified approach.</p>

The parents of Pupil Premium children sometimes do not feel that they can support their children's learning	<ul style="list-style-type: none"> Access to the Family Link Leader. Support focused on raising engagement, 1:1 sessions to signpost, complete referrals and attend SAF meetings System of SLT evaluation of the impact of Family Link Leader work to fully understand the breadth of PP families supported 	<p>£12,085,000 £6967.24</p>	<ul style="list-style-type: none"> 90% of targets set onset at intervention with the Family Link Leader are met by the end of the intervention 	<ul style="list-style-type: none"> Baseline emotional assessments are being used by the FLW with longer term pieces of work. Five children worked in depth - 100% of cases had improved by the end of the piece of work. FLW has improved the attendance and punctuation of six PP children through working with the families. Families signposted to support at the point of need. <p>Actions: Record work completed by FLW on CPOMS system so that all relevant staff members are fully informed.</p>
Sometimes children's development in delayed in the years before they go to school, so they need help to catch up with core skills	<ul style="list-style-type: none"> Continued purchase of independent speech and language therapist- bi-monthly visits into school to support children and staff with strategies (half the cost) Regular supervision meetings (1/2 hour each visit) with the SENco/PP to ensure that resources are appropriately targeted Any child known to have a speech delay or any child whose scores on the 'welcom' screener give cause for concern will be have targets set and reviewed by the SALT, supported by either a member of staff in school or the SALT herself <p>Sutton trust: small group tuition +4 months and 1:1 tuition +5 months</p>	<p>£2500.00 £1300</p>	<ul style="list-style-type: none"> Scores in language assessments will improve from the baseline established at the beginning of the year and will impact on other areas of learning Proportion of targets achieved will improve on the previous year as provision will be more regularly and better targeted (85% met or partially met in 2016/17) 	<ul style="list-style-type: none"> 28 out 32 targets set since September 2017 had been met or partially met, increasing from 85% in 2016-17 to 87.5% in 2017-18 <p>Actions: Continue with this 2018-19</p>
Sometimes children's development in delayed in the years before they go to school, so they need help to catch up with core skills	<ul style="list-style-type: none"> Reading Assistant time- one assistant for each afternoon a week for YR, Y1 and Y2, one for Y3/4 and one for Y5/6 45% of time. <p>Sutton trust: 1:1 tuition +5 months</p>	<p>£15272.00 £10,360</p>	<ul style="list-style-type: none"> Improvement in attainment and progress of Pupil Premium Pupils in Reading (end of KS1 and KS2) and Phonics (Y1) on 2016/17. Standards maintained for the Phonics retake for Y2. 	<ul style="list-style-type: none"> See data in first section.
Sometimes children's development in delayed in the years before they go to school, so they need help to catch up with core skills	<ul style="list-style-type: none"> Y6 Booster <p>Sutton trust: small group tuition +4 months and 1:1 tuition +5 months</p>	<p>£488.00 £2120</p>	<ul style="list-style-type: none"> Improvement in attainment and progress of Pupil Premium Pupils in Reading, Writing and Maths for the end of KS2 	<ul style="list-style-type: none"> See data in first section.

Sometimes children's development in delayed in the years before they go to school, so they need help to catch up with core skills	<ul style="list-style-type: none"> • Pastoral support for PP pupils at Lunchtimes • Regular meeting with PP leader and SMSAS to support those children at lunchtimes • Play intervention work with small groups of identified pupils across the school to support social need and vulnerability Sutton Trust: social and emotional learning + 4months	£3491.00 £1518.58	<ul style="list-style-type: none"> • Proportions of children happy at break times and lunchtimes via pupil surveys improve 	<ul style="list-style-type: none"> • LBS all attended Emotional Coaching training. • Pupil voice indicated an increase- breaktimes (65% to 80%) and lunchtimes (68% to 79%) Actions: Pupil Survey to evaluate lunchtimes Termly LBS Meeting. Identify and provide CPD
Sometimes children's attendance at school is poorer than their peers which results in lack of continuity in provision and gaps in learning	<ul style="list-style-type: none"> • First day phone calls • Attendance team extracting attendance data each week and reacting using school protocols • Termly information to parents detailing attendance and impact • Fortnightly meeting of attendance team- Education Welfare Officer, Headteacher, Admin assistant, Family Link) • Follow up visits and attendance meeting with parents as situation demands 	£2190.00 £2190.00	<ul style="list-style-type: none"> • Attendance increases from 95.1% in 2016/17 for Pupil Premium Children • Pupil Premium children who have broken weeks (30 %+) is less than 2016-17 (10%) 	<ul style="list-style-type: none"> • PP Attendance was 95.92% • PP broken weeks 30%+ is 9% (3/4 were medical) when not including child off with serious medical condition. • 7% had attendance below 90%. (3/3 medical) (All figures do not include child off with serious medical condition.) Actions: Continue to promote good attendance and discourage holidays in term time. FLW and EWO to continue to support.
Due to circumstances beyond their control, some children do not have the financial resources to provide school uniform; this can result in less engagement in learning	<ul style="list-style-type: none"> • All FSM starting school receive a 'starter' pack of uniform • Any current FSM child (and therefore Pupil Premium) in Y1-6 received a £10 allowance towards school uniform, 	£300.00 £97.74	<ul style="list-style-type: none"> • All Pupil Premium children have appropriate uniform 	<ul style="list-style-type: none"> • 3 subsidies were made towards school uniform Actions: Make sure that this provision is publicised to PP families.
Due to circumstances beyond their control, some children do not have opportunities to engage in wider extra-curricular activities; this can result in less engagement in school	<ul style="list-style-type: none"> • Trips subsidy for Pupil Premium children presently in receipt of FSM for two trips a year • Free extra-curricular after school clubs 	£600.00 £388.45	<ul style="list-style-type: none"> • All Pupil Premium can access school trips, including residential trips • Pupil Premium attendance at after school clubs increases 	<ul style="list-style-type: none"> • 33 payments were funded for school visits in 2017-18 • 59% of PP children attended an extra-curricular club 2017-18 Actions: Follow up with those children who have not joined a club. Find out why not and encourage to participate.
Due to lack of child care, opportunities are lost for parents of Pupil Premium children to engage with employment opportunities and gain economic prosperity	<ul style="list-style-type: none"> • Temporary subsidy to wrap around care-breakfast and after school 	£3000.00 £3000.00	<ul style="list-style-type: none"> • Pupil Premium attendance at wrap around care increases from 2016/17 (57% were registered in 2016/17) 	By end of 2017-18, 85% of pupil premium children were registered with OoSC, this is compared with 58% for non-pupil premium. The cost of club is very low compared to similar providers locally. Actions: Consider a discount for PP children for 2018-19 if the prices are raised.
TOTAL SPEND 2017-18		£65161.81	•	