

# Coquet Park First School

## Pupil Premium Strategy Statement

Summary Information					
<b>School</b>	Coquet Park First School				
<b>Academic Year</b>	2016/17	<b>Total Pupil Premium Budget</b>	£20 520	<b>Date of most recent PP Review</b>	Sept 2016
<b>Total number of pupils ( N-Year 4) (September 2016)</b>	183	<b>Number of pupils eligible for PP (Rec - Year 4 2016)</b>	15 FSM, Ever 6, Post LAC, Service	<b>Date of next internal review of this strategy</b>	July 2017

<b>Background Information</b>	<p>The Pupil Premium, which is in addition to main school funding, was introduced in April 2011. It is allocated to pupils from low income families, currently known to be eligible for free school meals (FSM), for pupils in care who have been continuously looked after for six months and for pupils of Service families.</p> <p>In 2014, schools received additional funding through Pupil Premium, for children adopted from care. Schools are free to decide how to best use the premium but it should be spent in order to improve educational attainment for children from less privileged backgrounds. To find out more about eligibility for Free School Meals, please visit the North Tyneside website.</p>
<b>School Context</b>	Pupils eligible for Free School Meals (FSM) at Coquet Park First School are below the National Average.
<b>Pupil Premium Allocation 2016-17</b>	Financial Year Total = £20520 ( Academic Year total not confirmed)

## Coquet Park First School Pupil Premium 2016/17

### Allocated Budget 2016/17 = £20,520

Pupil Premium used for	Is this new or continued activity?	Brief summary of intervention or action to improve achievement	Specific intended outcome	How will this be monitored and by whom? How will it be measured?	Actual outcome	Budget
Small group support	Continuing but developed	Additional TAs employed to develop the provision for pupils. Small group support by a trained teacher working as TA. Targeted intervention	Additional progress for pupils. Specific needs identified and supported. Interventions effectiveness evaluated through IEPs and pupil progress plans.	SENCo and SMT.  Class teachers		15,870
Partnership collaboration	Continued but developed	Transition courses and activities for staff and pupils. Head teacher network and shared training. High focus upon enhanced provision and skills development.  Cross school moderation of assessments with local schools.	Smooth transition for pupils EYS to Year 1. Nursery to Reception Year 4 to Middle School.	Transition monitored EYS/KS1 Y4 transition takes place and pupils reported as settled and secure for next stage in learning progress.		800
Use of teaching assistants	Continued but developed	Training needs supported as specified by specific year groups and pupil needs. Additional funding spent on first aid	Support for academic, social and emotional needs show significant development and impact. All classes	Allocated TAs to classes HT DHT SENCo where need also SEN		As above

		and nurse meetings to support very specific medical need.	have a TA and high level of support to develop quality first teaching and interventions as identified through tracking and pupil progress plans targeting any underachievement.			
Personalised curriculum	Continued	Additional support through LA for EAL.  1:1 support for individual as needed linked to phonics and emotional development	Where identified 1:1 support given.  Referrals to school nurse or other services as needed.	HT DHT		As above for TA
Music tuition Whole class violin lessons	Continued but developed in funding and access	Violin lessons for all pupils in KS2. Specialist teacher and whole class lessons. Choir offered for pupils Year 2 upwards Specialist music teaching in classes across school for one term a year. Music training for all staff.	All pupils in KS 2 play the violin and read music.	HT Music co-ordinator		SLA music costing £500
Curriculum enrichment activities	Continuing and developing	Eco work- Green flag Cooking 4life Visits and visitors in school linked to the curriculum	Enriched curriculum accessing areas additional to needs	SMT Class teachers		Ongoing targeted

		Additional resources to support interests and curriculum needs. Additional clubs take place with access for all.				
Training needs for staff		Specific medical updates. SEN training-ongoing as planned by SENCO SENCO training in transition including emotional needs. Curriculum training needs. Social and emotional needs intervention training		All staff SMT and performance managers.		1,000( Additional funding from training budget to supplement)
Residential visits and assistance with school trips.		Where needed for FSM, Ever 6 and post LAC		HT/ Governors/SMT		As needed residential ( £750)
Reading interventions	Continued	Small group work including targeted interventions		Class teachers TAs		TA funding above
After school club attendance increases	New	Attendance at sporting after school clubs with a cost increases	Increased attendance, Impacting upon physical and mental health. Healthy lifestyle supported.	Sports leader SMT		£400 as needed
Transition in Year 4 smaller group teaching class	New	Spring and Autumn term. Year 4 class split to support mathematical and writing development once a week. Small	Attainment for pupils targeted support to reach or exceed target.	SMT KS2 Lead		£1200

		group Year 4 TA targeted support for writing and calculation methods. Additional transition visits to middle school for pupils as needed.				
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## Coquet Park First School Pupil Premium 2015/16

**Allocated budget 2015/16 = £21,840**

<b>Pupil Premium used for</b>	<b>Is this new or continued activity?</b>	<b>Brief summary of intervention or action to improve achievement</b>	<b>Specific intended outcome</b>	<b>How will this be monitored and by whom? How will it be measured?</b>	<b>Actual outcome</b>	<b>Budget</b>
Small group support	Continuing but developed	Additional TAs employed last year to develop the provision for pupils. Small group support by a trained teacher working as TA. Targeted intervention	Additional progress for pupils. Specific needs identified and supported. Interventions effectiveness evaluated through IEPs and pupil progress plans.	SENCo and SMT.  Class teachers	Support has taken place. Interventions show individual progress for the vast majority. Focused support tailored through Individual Pupil Plans.	17,000
Partnership collaboration	Continued but developed	Transition courses and activities for staff and pupils. Head teacher network and shared training. High focus upon enhanced provision and skills development.	Smooth transition for pupils EYS to Year 1. Nursery to Reception Year 4 to Middle School.	Transition monitored EYS/KS1 Y4 transition takes place and pupils reported as settled and secure for next stage in learning progress.	Transition projects planned and took place 2015 between Y4 and middle school. Additional transition and moderation meetings took place. Smooth transition at	800

		Cross school moderation of assessments with local schools.			all stages EYS and then to KS1. Network- informed progress and development to impact on all pupils through shared events and training.	
Use of teaching assistants	Continued but developed	Training needs supported as specified by specific year groups and pupil needs. Additional funding spent on first aid and nurse meetings to support very specific medical need.	Support for academic, social and emotional needs show significant development and impact. All classes have a TA and high level of support to develop quality first teaching and interventions as identified through tracking and pupil progress plans targeting any underachievement.	Allocated TAs to classes HT DHT SENCo where need also SEN	High level of support for all pupils through additional targeted support. Emotional, social and academic needs supported. PSED impacted positively- Prime areas EYS and KS1/2. Additional Educational Psychology time funded to support emotional needs.	As above
Personalised curriculum	Continued	Additional support through LA for EAL.  1:1 support for individual as needed linked to phonics and emotional development	Where identified 1:1 support given.  Referrals to school nurse or other services as needed.	HT DHT	Support takes place under guidance for EAL pupils.  1:1 support for identified pupil emotional and academic needs has taken place.	As above for TA
Music tuition Whole class violin lessons	Continued but developed in funding and access	Violin lessons for all pupils in KS2. Specialist teacher and whole class lessons.	All pupils in KS 2 play the violin and read music.	HT Music co-ordinator	Outstanding provision takes place. Pupil progress monitored with positive impact on all pupils.	SLA music costing

Curriculum enrichment activities	Continuing and developing	Eco work- Green flag Cooking 4life Visits and visitors in school linked to the curriculum Additional resources to support interests and curriculum needs. Additional clubs take place with access for all.	Enriched curriculum accessing areas additional to needs	SMT Class teachers	Enriching and vibrant curriculum. Additional curriculum accessed by all. High take up on clubs . Positive comments recorded by children, governors and parents for activities.	Ongoing targeted
Swimming sessions		Paid for where needed.	All attend without financial impact	SMT	Monitoring uptake financially.	Support linked to individual pupils
Training needs for staff		Specific medical updates. SEN training- ongoing as planned by SENCO SENCO training in transition including emotional needs. Curriculum training needs.		All staff SMT and performance managers.	Training programme extensive and also tailored to pupil needs and Performance Management.	1,000( Additional funding from training budget to supplement)
Residential visits and assistance with school trips.		Where needed.		HT/ Governors/SMT	Attended or offered financial support for visit.	As needed residential ( £750)
Reading interventions	Continued	Small group work including targeted interventions		Class teachers TAs	Impact on reading progress and attainment throughout school. Supported by data. All pupils demonstrated strong progress across school using school tracking system. Additional small group support	TA funding above

					weekly to address progress for phonics screening. Impact has varied for phonic screening outcome but reading remains within age expected level.	
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