

Pupil premium grant expenditure: Autumn 2018

For the financial year 2018-19 Coleshill C of E Primary has been allocated £40,920 pupil premium funding.

Primary schools receive £1,320 for each child registered as eligible for free school meals at any point in the last 6 years. Primary schools also receive an additional amount per term for children who are looked after which is delegated by the Virtual School.

Barriers to educational development

Although our pupil premium is below national average at 8%, a high proportion of children who do receive funding across the school have specific learning and behaviour needs which affect academic progress.

A significant proportion of pupil premium children have attendance which is below national average and some which fall below 90%. Attendance for PP children is below that of Non-PP children at Coleshill C of E Primary School.

In addition, high proportions of children in receipt of the pupil premium funding have life circumstances which affect academic progress and require involvement with external agencies (such as: social services; Early Help; RISE).

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	401
Total number of pupils eligible for PPG	31
Amount of PPG received per pupil	£1,320
Total amount of PPG received	£40,920

Nature of support 2018 - 2019	Cost	Focus Year group	Impact measurement
<p>Inclusion support 1:1 classroom and lunchtime support for looked after children PP+ and FSM children who are at high risk of non-attendance. High levels of support for pupils working on re-integration plans after long term persistent absence which caused serious concern.</p>	£4,500	<p>Equal opportunities should be experienced for our PP pupils to access daily quality first class teaching.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular need or behaviour issues can be effective, especially for older primary children in KS2.</p>	<p>Individual monitoring of attendance and pupil progress (e.g. moving an individual attendance from 16% (2017-18) to a target of 50% by Jan 2019 in line with personalised re-integration plan).</p>
<p>Small group/individual precision teaching: Teacher Intervention (Reading, Writing and Maths) A considered focus on ring-fencing TA hours to ensure the release across the school for high quality teacher led intervention which are time-limited, linked to day-to-day teaching and taught by the best qualified teachers across the school 'plugging gaps in knowledge' of our PP children in Maths, Reading and Writing.</p>	£5,000	<p>We want to provide extra support to maintain strong progress for the lower ability children. Small group interventions with high quality staff have been shown to be effective, as discussed in reliable evidence sources such as visible learning by John Hattie and the EEF Toolkit. Also according to the EEF, 1:1 precision teaching can be effective and on average accelerate learning by approximately five additional months' progress. Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact.</p>	<p>Direct Instruction and Precision Teaching records. Systematic monitoring of all year groups for quality and impact conducted by SENCO.</p>
<p>Focussed behaviour support To assist teaching staff across the school where small numbers of pupils (of which a high proportion are PP) require special behavioural support. Part time specialist teacher to support the school with advice for teachers and SENCO; assistance in administering and analysing Boxall Profiles observing children in class and reporting back to teachers and</p>	£14,983	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular need or behaviour issues can be effective, especially for older primary children in KS2.</p> <p>Equal opportunities are experienced for our PP pupils to access daily quality first class teaching. Improved progress for children with specific behavioural</p>	<p>Monitoring the number of exclusions to target a reduction in overall days lost to exclusion term on term throughout 2018-19. Target: Zero days lost to exclusion in summer term</p>

<p>support staff. Part time specialist Teaching Assistant to work 1:1 and with small groups on nurture activities and social skills groups in line with specialist teacher's recommendations. Educational psychologist assessment sessions.</p>		<p>needs</p>	<p>amongst target group.</p>
<p>Ace Attendance Worker A high proportion of children in receipt of the pupil premium present with lower than expected attendance. Several within the group are recognised as pupils with persistent absence. Part time case worker to work alongside the attendance working party. Supporting the school with parent meetings and advising on legal matters.</p>	<p>£1,458</p>	<p>2017-18 Attendance Data Pupil Premium Children 91.15% Non-Pupil Premium Children 95.28%</p>	<p>Monitor the attendance of pupil groups. Target to close the gap between PP and Non-PP children.</p>
<p>Equal opportunities for all: Enrichment, trips etc. Enrichment activities such as residential trips (e.g. Y5/Y6 – 15 children – Manor Adventure) paid for by Pupil Premium Grants.</p>	<p>£3,000</p>	<p>As a school we have total commitment to equal opportunities for all stakeholders. This means that our governing board is proactive in ensuring enrichment opportunities are equally available to children regardless of their economic circumstances at home. Residential course prices have increased disproportionately compared to inflation over recent years and become unaffordable for many of our PP children.</p>	
<p>Family Support Services (Compass support) Family support worker to work alongside vulnerable families to provide support for both child and family. Leading Early Help processes in many cases and offering nurture and social support for parents and pupils within Coleshill C of E Primary School.</p>	<p>£4,500</p>	<p>Within those children who qualify for PP funding, there is a proportion of children who require additional support to ensure they are regularly attending and accessing the curriculum. These children require the support of specialised, trained school staff to attend and facilitate a wide variety of meetings. In addition</p>	<p>Monitor the attendance of pupil groups. Target to close the gap between PP and Non-PP children.</p>

		large quantities of associated paperwork (with time sensitive deadlines) require the collection of high quality data to improve the chances of the best support being secured.	
<p>Training for staff Upskilling support staff to be able to support children in nurture activities (such as Lego Therapy). Raising the subject knowledge and the capacity of teaching staff regarding children who are or have been looked after or suffered Adverse Childhood Experiences (ACE).</p>	£3,000	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular need or behaviour issues can be effective, especially for older primary children in KS2.</p> <p>Equal opportunities are experienced for our PP pupils to access daily quality first class teaching. Improved progress for children with specific behavioural needs.</p>	
<p>Curriculum focus of PPG spending Autumn 18 – Summer 2019</p>			
<p>The curriculum focus is around reading where £4,000 has been held back from PP spending to fund the purchase of inspiring books which will engender a love of reading as we engage in the ‘Will and the Skill’ Reading project.</p>			
<p>Measuring the impact of PPG spending</p>			
<p>The school will evaluate the impact on each pupil at the end of the Autumn, Spring and Summer Terms. Pupil progress towards age related expectations will be assessed in Reading, Writing and Maths. Evaluation will focus on academic gains and how pupils’ attitudes to learning have developed as a consequence of the intervention.</p>			