

Coquet Park First School

Pupil Premium Strategy Statement 2017/18

Summary Information					
School	Coquet Park First School				
Academic Year	2017/18	Total Pupil Premium Budget	£21 100	Date of most recent PP Review	Sept 2017
Total number of pupils (N-Year 4) (September 2016)	183	Number of pupils eligible for PP (Rec - Year 4 2016)	15 FSM, Ever 6, Post LAC, Service	Date of next internal review of this strategy	July 2018

Background Information	<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>
School Context	Pupils eligible for Free School Meals (FSM) at Coquet Park First School are below the National Average.
Pupil Premium Allocation 2017-18	Financial Year Total = £21100 (Academic Year total not confirmed)

Coquet Park First School Pupil Premium 2017/18

Allocated Budget 2017/18 = £20,000

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 with significant additional training and developments in practice and interventions	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. Intervention groups tracked and progress evaluated. Further interventions effectiveness evaluated through IEPs and pupil progress plans.	SENCo and SMT. Class teachers	Taken place across all classes. Where needed additional SEMH support given and additional groups provided.	£8,200 (Significant additional funds from school budget to support in addition)
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. Moderated judgements and shared work between first and middle schools. All data and SEN, PSEH transferred in person between Key Stage Leads and SENCO.	All meetings completed. Shared outcomes for all-particular emphasis upon Year 4 as increased number of PP for transition.	£1 000 (Four x morning meetings- 3 hours) (Two x afternoon meetings plus additional SENCo time from budget) Supplemented through school budget

				Collaborative KS 2 assessment and standards meetings across schools and strong partnership built.		
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	Additional SEMH groups supported. LA support from Ed Psychologist for all staff beginning training linked to Attachment. Additional sessions for next academic year. HT and SENCo have attended Attachment courses raising awareness across school. Actioned to continue and develop next year.	As above for small group support
Raising attainment and narrowing the gap – reading and writing	Continuing but further developed	Talk4Writing training for all staff Read Write Inc training for all staff Additional staffing allocated for Phonics in Early Years and Year 1- small group targeted support	Talk4Writng used as a developing strategy to support all pupils, including pupils who find writing more difficult, to achieve their potential. Read Write Inc training completed, including model lessons with LA. Ongoing into next year. Phonics score increases for Year 1 and Reception,	Training log Observations Pupil progress measured	T4W- attended all staff and in place. Continuing as a focus for next year. Phonics Year 1 results show a positive outcome for all pupils linked to school target. Phonics assessment EYS profile data demonstrates progress across EYS for all pupils. Pupils also exceeding targets.	£4 000 (Additional funds used from school budget)

			increased confidence particularly for PP.			
Raising attainment and narrowing the gap – mathematics		First Class for Number Maths intervention- Year 2 final half term and Year 3. Raising attainment and confidence in mathematics	Attainment of targeted group of pupils increases to narrow the gap. Understanding scored show significant improvement in age across the mathematics covered. 12 week course of 2 x 50 minute lessons completed. Detailed 4 day staff training completed. Preparation time completed and designated time allocated to put in place the strategy. Resource pack used by TA trained to deliver.	Monitoring attendance for course – pupils Initial assessment and final assessment linked to intervention. Target Tracker data and other assessment data. Observation and review of strategy – KS Lead	Maths attainment for programme showed all pupils increase in maths understanding age. PP pupils matched or exceeded other pupils progress. Programme to continue next year and targeted pupils in Year 4 to receive support.	£ 900 course- four days Staff attending cost - £1000 Delivery of intervention over the year - £ 3100 minimum- delivery and preparation time Total- minimum £5 000 (supplemented)
Raising aspirations and breadth of opportunity	Developing	STEM week in school – Opportunity to access Higher Educational professionals as part of visits, visitors in class and opportunities	STEM week- supplemented by professionals in school and Bar Modelling focus for mathematics.	STEM planning and delivery STEM throughout the curriculum Participation across the curriculum.	STEM throughout school very successful. Exhibition and Engineering Awards entries many pupils. Aspirations raised for all.	Minimum cost to this budget but integral in the process- school budget
Personalised curriculum	Continued	Additional support through LA for EAL. 1:1 support for individual as	Where identified 1:1 support given. Referrals to school nurse or other	HT DHT	Tool place.	As above for TA

		needed linked to phonics and emotional development	services as needed.			
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. Enriched Music Curriculum – Year 4 local music programme with Music Hub. Broadening horizons.	All pupils in KS 2 play the violin and read music.	HT Music co-ordinator	Music Hub- Year 4 project successfully attended for all PP pupils	SLA music costing £500 Music Hub performance Mouths of the Tyne £700– event, training, subsidised coach, additional staffing cost for event. Music Hub event cost – Specifically Year 4
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	All took place	Ongoing targeted

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.	Significant training took place for all staff, including Attachment training.	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	All attended and all funds used to support	As needed residential (£1,200)
Reading interventions	Continued	Small group work including targeted interventions		Class teachers TAs	All took place- small group	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	Lunch time clubs- attended and accessed. See Sports Plan.	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 group Year 4 TA targeted support for writing and calculation methods. Additional transition visits to middle school for pupils as needed.	Attainment for pupils targeted support to reach or exceed target.	SMT KS2 Lead	Impact upon outcomes RWM.	£1200

Year 4 Gifted and Talented Project	New	Across the year-small targeted group of pupils, including PP, attended specific subject gifted and talented projects in collaboration with other first schools	PP attend courses and raise aspirations and attainment through access. Academic challenge within another group and opportunity.	SMT KS2 Lead	PP pupils attended-feedback positive and enthusiasm for subject increased.	£1000
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Coquet Park First School

Pupil Premium Strategy Statement

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Total number of pupils (N-Year 4) (September 2016)	183	Number of pupils eligible for PP (Rec - Year 4 2016)	15 FSM, Ever 6, Post LAC, Service	Date of next internal review of this strategy	July 2017

Background Information	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.
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	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.
School Context	Pupils eligible for Free School Meals (FSM) at Coquet Park First School are below the National Average.
Pupil Premium Allocation 2016-17	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	Small group support- recorded outcome show positive progress- academic and social and emotional needs	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	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- smooth transitions	800

		moderation of assessments with local schools.				
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	As above	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	1:1 support and additional training for SEMH has taken place in addition to support. Developed strategies and also additional teacher and TA training programs.	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	All pupils in KS 2 play the violin and read music.	HT Music co-ordinator	Completed	SLA music costing £500

		one term a year. Music training for all staff.				
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	Eco Green Flag attained and impact upon all pupils	Ongoing targeted
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.	All training completed and impact- SENCO additional training disseminated to other staff. Included in Action Plan.	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	Residential supported for all pupils as started	As needed residential (£750)
Reading interventions	Continued	Small group work including targeted interventions		Class teachers TAs	1:1 daily readers, intervention groups have taken place.	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 group Year 4 TA targeted support for writing and calculation methods. Additional transition visits to middle school for pupils as needed.	Attainment for pupils targeted support to reach or exceed target.	SMT KS2 Lead	Small group- impact upon pupil outcomes to reach targets RWM	£1200

Coquet Park First School Pupil Premium 2015/16

Allocated budget 2015/16 = £21,840

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 last year to develop the provision for pupils. Small group support by a trained teacher working as TA.	Additional progress for pupils. Specific needs identified and supported. Interventions effectiveness evaluated through	SENCo and SMT. Class teachers	Support has taken place. Interventions show individual progress for the vast majority. Focused support tailored through	17,000

		Targeted intervention	IEPs and pupil progress plans.		Individual Pupil Plans.	
Partnership collaboration	Continued but developed	<p>Transition courses and activities for staff and pupils. Head teacher network and shared training. High focus upon enhanced provision and skills development.</p> <p>Cross school moderation of assessments with local schools.</p>	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.	<p>Transition projects planned and took place 2015 between Y4 and middle school. Additional transition and moderation meetings took place.</p> <p>Smooth transition at all stages EYS and then to KS1.</p> <p>Network- informed progress and development to impact on all pupils through shared events and training.</p>	800
Use of teaching assistants	Continued but developed	<p>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.</p>	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	<p>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.</p>	As above
Personalised curriculum	Continued	<p>Additional support through LA for EAL.</p> <p>1:1 support for</p>	<p>Where identified 1:1 support given.</p> <p>Referrals to school</p>	HT DHT	Support takes place under guidance for EAL pupils.	As above for TA

		individual as needed linked to phonics and emotional development	nurse or other services as needed.		1:1 support for identified pupil emotional and academic needs has taken place.	
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 weekly to address progress for phonics screening. Impact has varied for phonic screening outcome but reading remains within age expected level.	TA funding above
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