



Coleridge Primary School

Learners for life

RESPECTFUL, RESILIENT, REFLECTIVE, ASPIRING, CARING AND CONSIDERATE

Coleridge Primary School Pupil Premium Spending 2017.18

Review Date: September 2018

At Coleridge, we have high aspirations and ambitions for all our children, and believe that everyone, regardless of race, gender or family circumstances, should have equal access to an outstanding education. Coleridge strives to inspire children to become creative problem solvers, ready to thrive and succeed in the 21st Century. We aim to give children a positive first experience of learning, and to make them responsible citizens, who appreciate the value of community.

Pupil premium money is carefully targeted to support children from disadvantaged backgrounds to ensure they benefit from the same opportunities as students from less deprived families. At Coleridge, we ensure that spending is directly linked to narrowing the gaps in attainment between pupil premium children and non-pupil premium children.

As a school, we have a good record of addressing the needs of our pupil premium children. To ensure the best outcomes for our students, staff at the school have invested considerable time developing a bespoke system for tracking children's progress, and for identifying barriers to learning. We do not rely solely on raw data to understand how our children are progressing; observations, learning walks, pupil progress discussions and lesson study also contribute to our understanding of how different children are performing across the school.

This year, the school has identified progress and attainment of our pupil premium children as an area for development. *Diminishing the Difference* has therefore been added to the School Development Plan.

1. Summary Information

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|-------------------------------|--------------------------|---|----|------------------------|----------|
| School | Coleridge Primary School | | | Academic Year | 2017/18 |
| Total number of pupils | 911 | Number of pupils eligible for PP | 86 | Total PP budget | £118,460 |

2. Attainment in KS1 – a 5 year trend

| % Reading EXS+ | 2013 | 2014 | 2015 | 2016 | 2017 |
|-----------------------|-------------|-------------|-------------|-------------|-------------|
| Non Pupil Premium | 90 | 90 | 80 | 77 | 84 |
| Pupil Premium | 70 | 68 | 60 | 74 | 86 |
| % Reading GDS | 2013 | 2014 | 2015 | 2016 | 2017 |
| Non Pupil Premium | 48 | 46 | 46 | 36 | 40 |
| Pupil Premium | 17 | 21 | 20 | 11 | 14 |
| % Writing EXS+ | 2013 | 2014 | 2015 | 2016 | 2017 |
| Non Pupil Premium | 78 | 83 | 86 | 79 | 80 |
| Pupil Premium | 53 | 58 | 53 | 63 | 86 |
| % Writing GDS | 2013 | 2014 | 2015 | 2016 | 2017 |
| Non Pupil Premium | 27 | 27 | 30 | 26 | 22 |
| Pupil Premium | 5 | 16 | 7 | 0 | 14 |
| % Maths EXS+ | 2013 | 2014 | 2015 | 2016 | 2017 |
| Non Pupil Premium | 92 | 95 | 92 | 81 | 85 |
| Pupil Premium | 71 | 95 | 73 | 58 | 86 |
| % Maths GDS | 2013 | 2014 | 2015 | 2016 | 2017 |
| Non Pupil Premium | 35 | 42 | 37 | 38 | 35 |
| Pupil Premium | 29 | 21 | 13 | 0 | 14 |

3. Attainment in KS2 – a 5 year trend

| % Reading EXS+ | 2013 | 2014 | 2015 | 2016 | 2017 |
|-----------------------|-------------|-------------|-------------|-------------|-------------|
| Non Pupil Premium | 98 | 98 | 99 | 86 | 95 |
| Pupil Premium | 82 | 80 | 100 | 62 | 86 |
| % Reading GDS | 2013 | 2014 | 2015 | 2016 | 2017 |
| Non Pupil Premium | 72 | 70 | 82 | 39 | 46 |
| Pupil Premium | 55 | 36 | 67 | 0 | 14 |
| % Writing EXS+ | 2013 | 2014 | 2015 | 2016 | 2017 |
| Non Pupil Premium | 98 | 96 | 97 | 83 | 91 |
| Pupil Premium | 73 | 80 | 95 | 62 | 62 |
| % Writing GDS | 2013 | 2014 | 2015 | 2016 | 2017 |
| Non Pupil Premium | 52 | 55 | 54 | 26 | 30 |
| Pupil Premium | 27 | 20 | 33 | 10 | 5 |
| % Maths EXS+ | 2013 | 2014 | 2015 | 2016 | 2017 |
| Non Pupil Premium | 100 | 98 | 100 | 96 | 93 |
| Pupil Premium | 82 | 88 | 95 | 86 | 67 |
| % Maths GDS | 2013 | 2014 | 2015 | 2016 | 2017 |
| Non Pupil Premium | 65 | 65 | 75 | 40 | 41 |
| Pupil Premium | 27 | 40 | 43 | 10 | 14 |

4. Progress measure

| Reading | 2016 | 2017 | Writing | 2016 | 2017 | Maths | 2016 | 2017 |
|-------------------|-------------|-------------|-------------------|-------------|-------------|-------------------|-------------|-------------|
| Non Pupil Premium | +1.58 | +3.0 | Non Pupil Premium | -1.18 | +0.5 | Non Pupil Premium | +2.33 | +2.0 |
| Pupil Premium | -0.97 | +2.5 | Pupil Premium | -3.76 | -3.3 | Pupil Premium | +1.60 | +1.7 |

5. Issues to be addressed and desired outcomes

| | <i>Issues to addressed</i> | <i>Desired outcomes</i> | <i>Success Criteria</i> |
|----|--|---|---|
| 1. | Few PP children achieve GDS when compared to non PP children, at both KS1 and KS2, in all subject areas . | There will be a smaller gap in the % of PP and non PP children obtaining GDS in all subject areas. | Smaller gaps in the % of PP and non PP children obtaining GDS in all subject areas. |
| 2. | Last year, there was a significant difference in attainment between our PP and non PP children at the end of KS2 in writing and maths . | To close the gap in attainment in writing and maths between our PP and non PP children. | Smaller gap in attainment in writing and maths at the end of KS2 between PP and non PP children. |
| 3. | PP children make significantly less progress in writing from KS1 to KS2. This figure is also significantly lower than the national average. | To improve the progress of our PP children in writing from the end of KS1 to the end of KS2. | There will be a better progress measure in writing for our PP children. |
| 4. | There are social, emotional and mental health issues, and poor home learning environments, affecting the progress of some of our PP children. | To promptly identify children and families in need of support, and improve the social, emotional and mental health provision put in place. | Improved social, emotional and mental health and better home learning provision in place. |
| 5. | The attendance of our PP children is significantly worse than non-PP children. | To give families the support they need to improve their child's attendance in school. Ensure there is better inclusion of PP families in all aspects of school life. | The attendance of PP children will improve. |

The table below will outline how we will use the pupil premium grant to address each issue.

| 6. Planned expenditure | | | | |
|--|--|--|--------------------------------|---------------------------|
| Desired outcome: More PP children to achieve GDS in both KS1 and KS2 in all subject areas. | | | | Total spend: £3000 |
| Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff | Review |
| To develop a new, more effective progress and tracking system. | A more effective way of monitoring and tracking the attainment and progress of children is required so that those who are falling behind are more quickly and easily identified. | Assessment is part of the School Development Plan. Deputy Head responsible for assessment will continually track progress and attainment of PP children and ensure this is communicated to Year Team Leaders. | Ben Strange and Louise Foulkes | |
| A better approach to Pupil Progress Reviews | A more refined approach to Pupil Progress Reviews will enable us to promptly identify the barriers to learning for PP children and ascertain how best we can support them. | Year Team leaders will hold termly meetings with their year team to gather and record relevant information. This information will be reported to the SLT. | YTLs and SLT | |
| Use of the school assessment system and Pupil Progress Reviews to identify which PP children to target in class. | Early identification of PP children, who have the potential to achieve greater depth in reading, writing or maths, will allow them to be appropriately targeted during lessons. | Year Team Leaders will be responsible for identifying PP children by analysing school data and facilitating termly Pupil Progress Reviews. YTLs will plan for appropriate provision for these children with their teams. | YTLs | |
| Y5 and Y6 Ri Maths Masterclass intervention | These workshops are about enriching the mathematical experiences of a handful of students who show potential in the subject and are aimed at extending the mathematical thinking skills of more able children. | These sessions are based on lessons put together by the Ri and Highgate Secondary School and will be run by the school maths specialist. | Louise Foulkes | |
| Y6 Classics Club | These sessions serve as an introduction to Latin, along with focussing on a few 'highlights' of Classical culture. | This club will be organised and led by our highly skilled AH, Corinna Phillips. | Corinna Phillips | |
| G&T lunchtime book club | These are weekly sessions for children with a real enthusiasm for reading and allow children to develop the skills to get deeper into a text and discuss their thoughts with other readers. | This club will be run by a skilled volunteer parent, who has had sufficient training from the school. They will be overseen by the AH and English Lead. | AH and Lottie Higgins | |

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| G&T clubs across the curriculum | The before or after school clubs target particular children and are tailored to meet their specific needs. | These are run by class teachers and are overseen by YTLs and the SLT. | YTLs and SLT | |
| Desired outcome: A smaller gap in attainment in writing and maths between our PP and non PP children. | | | Total spend: £93,000 | |
| <p>To embed a whole school approach for writing using CLPE best practise and the 'Talk for Writing'.</p> <p>To embed a 'Teach for Mastery' approach across the school.</p> | <p><i>CLPE best practice</i> and <i>Talk for Writing</i> is a whole school initiative, aimed at developing children as writers. A particular emphasis within this approach is oral retelling of the stimulus text, which especially benefits children with low level vocabulary acquisition. Research has shown that <i>Talk for Writing</i> has a significant impact on children who are making less than average progress.</p> <p><i>CLPE best practice</i> and <i>Talk for Writing</i> is also shown to have a positive, motivating impact on children's overall involvement in the writing process.</p> <p>The Assistant Head, Corinna Philips, has already worked extensively across the school embedding <i>CLPE best practice</i> and <i>Talk for Writing</i>.</p> <p>Training for staff has been carefully planned for and run by the English Team, to ensure the initiative is fully understood and embedded appropriately.</p> <p>The EEF states that 'on average, pupils in schools adopting Mathematics Mastery made more progress than similar pupils in schools that did not adopt the programme.'</p> <p>We are a member of a local Maths Hub. Our Assistant Head, Louise Foulkes is accredited with the NCETM and is a 'Teach for mastery' specialist. She works closely with our local hub and other schools in the area to develop maths pedagogy. This involvement and expertise ensures that the teaching of maths at Coleridge reflects best practise.</p> | <p>The Assistant Head has an overview and will work with the English Lead to continue to ensure <i>CLPE best practice</i> and <i>Talk for Writing</i> is properly embedded and planned for across the school.</p> <p>The English Lead and Assistant Head will plan and work with targeted year groups to ensure excellent Quality First Teaching of <i>CLPE best practice</i> and <i>Talk for Writing</i> in the classroom.</p> <p>The Assistant Head has overview, and leads the maths team, to ensure that 'Teach for Mastery' is properly embedded across the school.</p> <p>The Assistant Head also plans and works with targeted year groups to ensure excellent First Quality teaching of <i>TfM</i> in the classroom. Planning is also targeted to ensure that the needs of our PP children are met. All staff have received <i>TfM</i> training to ensure it is fully understood and embedded across the school. The AH continues to work with the local maths hub to ensure that we benefit from the sharing and learning of outstanding practice in other schools.</p> | <p>Lottie Higgins, Corinna Phillips and Louise Foulkes</p> <p>Louise Foulkes</p> | |

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| <p>An additional teacher in Year 4 to reduce class sizes.</p> | <p>Children in Year 4 are set across five groups, resulting in smaller class sizes which allows for a higher adult/child ratio.</p> | <p>The AH will help run a nationwide project on 'Greater Depth in Maths'. Coleridge will benefit from the expertise gained from this work.</p> <p>This teacher is managed by the Y4 YTL and lessons are observed and monitored by the SLT. The YTL is also responsible for deciding which children should be in which set.</p> | <p>SLT</p> | |
| <p>To review setting in Key Stage 2 for English and Maths.</p> | <p>Setting, historically, has enabled teaching and learning to be better targeted towards the individual pupils' learning needs. However, the school is currently reviewing this model to find a system that better addresses the needs and aspirations of our pupil premium and lower attaining children.</p> | <p>The AH will work alongside teaching staff, to support and ensure quality first teaching, across the 3 different teaching models that the school has in place.</p> <p>The AH will carefully monitor the progress of our PP children to enable the school to make an informed decision about a best fit method for teaching and learning.</p> | <p>SLT</p> | |
| <p>To ensure school interventions target our PP children.</p> | <p>Targeted support, aimed at closing the gaps in children's knowledge through the implementation of small group intervention, is a successful strategy for moving children on.</p> | <p>The AH will ensure appropriate training of staff and regularly monitor the effectiveness of interventions.</p> | <p>Class teachers and SLT</p> | |
| <p>Breakfast clubs for parents and their child in English and maths.</p> | <p>These clubs will help upskill parents, and give them the confidence to better support their child at home.</p> | <p>The interventions will be put together, and monitored by the school maths specialist and the AH.</p> | <p>Louise Foulkes</p> | |
| <p>Use the NLC to deliver high quality interventions and educational opportunities.</p> | <p>The NLC are currently researching and developing models of best practice to support PP children across the 12 schools. Working collaboratively will enhance how each school can support their pupil premium children.</p> | <p>The NLC PP children's questionnaire will be used to gain more understanding of the barriers to PP children's learning, what opportunities they have available to them at home, as well as give an insight into how they perceive themselves as learners. This be organised by the AH.</p> | <p>Louise Foulkes</p> | |
| <p>Desired outcome: Improved progress of our PP children in writing from the end of KS1 to the end of KS2.</p> | | | <p>Total spend: £500</p> | |
| <p>To review setting in Key Stage 2 for English and Maths.</p> | <p>Setting, historically, has enabled teaching and learning to be better targeted towards the individual pupils' learning needs. However, the school is currently reviewing this model to find a system that better addresses the needs and aspirations of our pupil premium and lower attaining children.</p> | <p>The AH will work alongside teaching staff, to support and ensure quality first teaching, across the 3 different teaching models that the school has in place.</p> <p>The AH will carefully monitor the progress of our PP children to enable the school to make an informed</p> | <p>SLT</p> | |

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| CLPE (Centre for Literacy in Primary Education) core texts used. | All staff have received substantial training from the CLPE, which was focused around further raising standards and 'closing the gap' in reading, poetry and writing. The texts used for each unit of work have been carefully selected by the school English team and have always been chosen with our disaffected, low achieving writers in mind. | decision about a best fit method for teaching and learning. The planning of English units and the texts used will be closely monitored by the English Lead and AH. | Lottie Higgins and Corinna Phillips | |
| Breakfast clubs for parents and their child in English | These clubs will help upskill parents, and give them the confidence to better support their child at home. | The interventions will be put together, and monitored by the AH. | Louise Foulkes | |
| Desired outcome: Improved social, emotional and mental health and ensure better home learning provision. | | | Total spend: £20,000 | |
| Parent-friendly support documents provided online. | These documents have been written by our AH and provide parents with the understanding and skills they need to better support their children at home. They work in conjunction with the parent/child breakfast clubs that we offer. | The class teacher will share these with parents. The AH will update them as and when necessary and will be on hand to support parents with them if needed. | Louise Foulkes | |
| Curriculum parent sessions | These are to better inform our parents about what their child is learning at school and how they can help them. These will be timetabled so that they suit our PP families. | These will be run by various members of the school leadership team. SLT will oversee their quality. | LT and SLT | |
| Enhanced access of School Counselling Service for Pupil Premium Children | To provide opportunities to support the emotional well-being of pupil premium children. Accessing the counselling service will increase children's ability to self-regulate their own behaviours. It will also provide support for their families if appropriate. | School counselling service to prioritise PP children where possible. | Head teacher and School Counsellors | |
| Desired outcome: Families given the support they need to improve their child's attendance in school, and that there is better enfranchisement and inclusion of PP families. | | | Total spend: £2000 | |
| 'Diminishing the Difference' as part of the SDP. | In order for the school to gain a more accurate picture of who our pupil premium children and families are, the school needs a clearer understanding of their attitudes to learning and perceived barriers faced. This, in turn, will help Coleridge develop strategies to effectively support pupil premium children. | 'Diminishing the Difference' has been added to the School Development Plan. The Assistant Head, Louise Foulkes, will be out of class to lead on this. The AH will conduct a thorough analysis of contextual information to establish what other groups our PP | Louise Foulkes | |

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| <p>Breakfast clubs for parents and their child in English and maths.</p> <p>Counselling service support groups for parents.</p> <p>Access to school enrichment events, trips e.g. Science Enrichment Day; Sailing Club; Go Kart Club.</p> | <p>Monitoring children through case studies will enable the school to gather a holistic picture of the development of pupil premium children at Coleridge. These will then be used to inform future practice.</p> <p>These clubs will help upskill parents, and give them the confidence to better support their child at home.</p> <p>To ensure that our PP families feel more supported and have strategies in place to help them at home.</p> <p>To improve the attitudes of PP children towards school.</p> <p>To ensure that all PP children fully participate in all school events and clubs.</p> <p>To engage parents and families in school life in order to promote the importance of education.</p> | <p>children fit into. She will also collate important information from class teachers and other adults about PP children's strengths and their perceived barriers to their learning.</p> <p>Four case studies (2 infants, 2 juniors) will be used to identify what opportunities have been made available to this point already and identify any gaps in provision. The case studies will be repeated at the end of the SDP cycle.</p> <p>Schools with a similar socio economic intake and size of PP cohort will be identified and their successes with these children looked at.</p> <p>The interventions will be put together, and monitored by the school maths specialist and the AH.</p> <p>Sessions to be run by the school counselling service.</p> <p>Admin team to monitor numbers of PP children attending Coleridge clubs.</p> <p>We will aim that 100% PP children participate in school events & trips.</p> <p>Links with other schools, e.g. Highgate school, will be used to create more opportunities for PP children and their families.</p> | | |
|---|---|--|--|--|

Review of previous year's expenditure (2016/17)

| Desired Outcome | Chosen action/approach | Estimated Impact | Lessons learned |
|---|--|---|--|
| To diminish the difference in attainment between PP and non PP children in English. | Talk for Writing. | <p>Talk for writing is a whole school initiative, aimed at developing children as writers. A particular emphasis within this approach is oral retelling of the stimulus text, which especially benefits children with low level vocabulary acquisition. Research has shown that Talk for Writing has a significant impact on children making less than average progress. Use of this initiative will impact on diminishing the difference in writing between PP and non PP children.</p> <p>Talk for Writing is also shown to have a positive motivating impact on children's overall involvement in the writing process.</p> | <p>The Talking for Writing approach evolved to include elements of 'CLPE best practise', as this allowed for more writing opportunities within a unit of work, and also incorporated a greater range of fiction, non fiction and poetry texts.</p> <p>We will continue to develop this approach across the school this year.</p> |
| To diminish the difference in attainment between PP and non PP children in maths. | Teach for Mastery. | <p>The attainment gap between PP and non PP is smaller than in writing.</p> <p>The EEF states that 'on average, pupils in schools adopting Mathematics Mastery made more progress than similar pupils in schools that did not adopt the programme.'</p> | <p>A 'Teach for Mastery' approach has now been successfully implemented in Years 1 and 2, with relevant elements also being adopted by other year groups in KS2. The approach enabled the majority of children in the class to keep up with the objectives covered and we almost closed the gap completely between our PP and non PP children.</p> <p>We will continue to roll out this approach into KS2.</p> |
| To effectively track the attainment and progress of PP children across the school. | To develop a new effective progress and tracking system. | To have better systems in place for identifying the gaps and making more informed decisions about what strategies are used to support our PP children. | More training is required on the most effective ways to use this assessment system, with Year Group Leaders playing a bigger role in data analysis. Better moderation processes are also required. |
| To diminish the difference in attainment between PP and non PP children in English & maths. | To maintain a setting system in KS2 for English and Maths. | Setting will enable teaching and learning to be better targeted towards the individual pupils' learning needs. | Setting, historically, has enabled teaching and learning to be better targeted towards the individual pupils' learning needs. However, the school is currently reviewing this model to find a system that better addresses the needs and aspirations of our pupil premium and lower attaining children. |

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| To support the well-being of PP children | Enhanced access of School Counselling Service for Pupil Premium Children | To provide opportunities to support the emotional well-being of pupil premium children | This has proved to be an effective strategy, for both PP children and their families. We will continue this approach this year but will ensure more priority is given to PP children. |
| Enrichment for PP children | Access to school enrichment events, trips | <p>That all pupil premium children fully participate in all school events and clubs.</p> <p>That PP parents and families engage in school life in order to promote the importance of education.</p> | We still have a number of PP families who do engage well with the school, and whose children do not participate in school events and clubs. Better strategies for this need to be investigated next year. |