

# Pupil premium strategy statement

1. Summary information					
School	The Thomas Coram CE School				
Academic Year	2017/18	Total PP budget	£61,270	Date of most recent PP Review	Sept 2017
Total number of pupils	354	Number of pupils eligible for PP	53	Date for next internal review of this strategy	Dec 2017

2. Current attainment		
Data based on Summer 2017 data; no data for Y3 cohort which started September 2017	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths	41.5%	67%
% making progress in reading	98%	77%
% making progress in writing	30%	81%
% making progress in maths	83%	80%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
A.	Pupils falling behind expected standards in reading, writing and maths leading to gaps not being diminished.
B.	Year 6 cohort too large for 2 classes; this, alongside a cohort with 18% PPG, is having an impact on pupil progress.
<b>External barriers</b>	
C.	High persistent absence rate for Eligible for free schools meals group (17.6%).

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved progress in reading, writing and maths. PPG pupils make a minimum of 4 steps progress in one year. Progress measured using HfL criteria.	Gap between PPG and non PPG pupils is diminished resulting in PPG pupils making as much progress in reading, writing and maths as non PPG group.
B.	Use of additional teacher to split cohort into three classes. Smaller classes ensure more focused support for all disadvantaged pupils so that PPG pupils attain Expected Standard in Reading, Writing and Maths in line with their peers.	Pupils identified as falling behind will meet the expected standards in Reading, Writing and Maths.
C.	Absenteeism and lateness for Ever FSM group is reduced as a result of release time for class teachers and Assistant Heads to follow up absenteeism and lateness.	Improvement in levels of attendance so that attendance is in line with other groups of pupils. Number of Persistent Absentees is reduced by 10%.

5. Planned expenditure					
Academic year	2017/18				
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved progress in writing	Focus on modelled, shared and guided writing.	School data shows that fewer pupils are working securely or at above Age Related Expectations (ARE) in writing compared to Reading and Maths. Improve confidence and accuracy within writing so that pupils make substantial progress from their starting points.	CPD led by Herts Adviser. Monitoring to be undertaken by English subject co-ordinator and Governor Pupil & Curriculum committee.	English Co-ordinator	Dec 2017 March 2018 July 2018
	No Nonsense Spelling.	Introduction of NNS programme to Y3 in 2016/17 led to rapid progress in their spelling ability. NNS rolled out to rest of school.	Release time for Lead Teacher to monitor delivery and share good practice.	Lead Teacher for spelling	Dec 2017 March 2018 July 2018
Improved progress for all pupils (maths)	Purchase of maths resources (manipulatives)	Targeted resources for pupils to support and aid learning. A range of learning styles can be catered for. Research has found that long term use of manipulatives has a positive effect on pupil achievement (Ruzic & O'Connell)	Lesson observations, feedback from Governor drop ins.	Maths co-ordinator	Dec 2017 March 2018 July 2018
<b>Total budgeted cost</b>					£5 270
ii. Targeted support					
A. Improved progress for low attaining pupils	Making Good Progress	Some of the Y5/6 pupils need targeted support in Maths to catch up. This programme has been shown to be effective.	Liaison with Maths co-ordinator Feedback reports from MGP tutor.	Maths Co-ordinator	Dec 2017, March 2018 July 2018
A. Improved progress for low attaining pupils	Peer to Peer tutoring: Maths and Reading buddies	Consolidation of learning. Peer to Peer tutoring has been identified as highly effective (Sutton Trust report).	Training of Peer tutors. Organise timetable to allow tutoring to take place.	Assistant Heads	Dec 2017, March 2018 July 2018
A. Improved progress for low attaining pupils	Additional teacher x 0.1	Very experienced teacher to take booster group in Yrs 5 & 6 to support those pupils not meeting expected standards in reading, writing and maths.	Planning time with class teachers and weekly feedback reports.	Assistant Head UKS2	Dec 2017, March 2018 July 2018
A. Improved progress for low attaining pupils	Purchase of Reading resources	Providing resources which develop decoding, fluency and language capability and improve a child's literacy skills (Education Endowment Foundation).	Diagnosis of reading using running record; class teacher to track reading books; class teacher and English Co-ordinator to monitor progress.	English Co-ordinator	Dec 2017, March 2018 July 2018

B. Accelerated progress	Counselling and mentoring Provision of club at lunchtimes	Vulnerable pupils with emotional needs and experiencing challenging times at home have low self-esteem and consequently do not perform as well in the classroom.	Monitor interventions to establish whether focused support translates into improved progress. Review interventions for impact.	SENCO Assistant Head LKS2	Dec 2017, March 2018 July 2018
<b>Total budgeted cost</b>					£26 000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
B. Accelerated progress	Smaller class sizes in Y6	Reducing the class size benefits all pupils.	Monitor progress of pupils, particularly vulnerable pupils.	Assistant Head UKS2	Dec 2017, March 2018, July 2018
C. Increased attendance rates	Follow up quickly on absences. First day response provision.  Half termly coffee morning with Parent Support Worker to increase parental engagement with children's education.	Pupils' attainment cannot be improved if they are not attending school. National Foundation for Educational Research (NFER) briefing for school leaders identifies addressing attendance as a key step.  Research shows that if parents engage with their child's education, the attainment of the child will increase by 15%. (DfES 2003)	SLT and AIO will collaborate to ensure new provision and standard school processes work smoothly together.  Parents of vulnerable pupils will be personally invited.	Assistant Heads  Head of School  Assistant Heads  Head of School	Monthly (Sept – July)   Half termly (Oct – July)
<b>Total budgeted cost</b>					£30 000

6. Review of expenditure				
Previous Academic Year		2016/17		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Improved progress for all pupils (writing)	No Nonsense Spelling	New approach to spelling trialled in Y3 successful because children made rapid progress in their spelling ability. Using a standardised test, a sample of Y3 pupils increased their chronological spelling ages by in excess of 16 month in 6 calendar months.	New approach adopted and rolled out across the rest of the school. Lead teacher identified who will continue to monitor the delivery of the programme through learning walks as well as the impact of the programme by monitoring pupils' spelling ages.	£400
Improved progress for all pupils (maths)	Purchase of maths resources (manipulatives)	INSET led by LA Maths advisor has resulted in greater use of manipulatives by pupils in lessons to consolidate their learning. Pupil outcomes are good. (KS2 SATs 92% met Expected Standard and 50% achieved Greater Depth). School's tracking system shows disadvantaged and SEN groups made at least sufficient progress (PPG Y4 good progress/SEN Y5 good progress/Y6 Very strong progress). Use of manipulatives evidenced in lesson observations and planning.	Investment in resources to continue. INSET will now focus on Singapore Bar Method.	£4 010
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Improved progress for low attaining pupils	Making Good Progress	80% (14/16) pupils achieved Age Related Expectations (ARE).	Continue with Making Good Progress intervention.	£3 000
Improved progress for low attaining pupils	Maths and Reading buddies Turning Tables	10 Year 6 pupils trained to be reading buddies. Paired with identified Y3 pupils. 7/10 pupils have made one whole step progress in reading in one term. 3/10 pupils have made two whole steps progress in reading in one term. 1 pupil increased reading age by 1 whole year; 1 pupil increased reading age by 2.6 years. Y3 Turning tables: 100% (15) pupils working within Broadly ARE and above; 80% (12) working at ARE and above; 1 pupil working at Greater Depth.	Continue with Reading Buddy programme. 25 pupils to be trained in 2017/18. Need to identify appropriate time slot to maximise impact.  Continue with Turning Tables programme.	£4 500

Improved progress for low attaining pupils	Additional TA in Y6	Increase in average scaled score recorded in EGPS test, including spelling, from 107.7 to 110.1 compared to increase in national average scaled score of 1.9 points. In writing, pupils made 2.5 average points progress higher than expected figure of 2.0 points.	Review interventions and adapt for new Y6 cohort.	£4 500
Improved progress for low attaining pupils	Additional teacher x 0.1 (2 terms)	100% pupils achieved expected standard in reading; 91% pupils achieved expected standard in GPS; 64% achieved expected standard in writing; 83% achieved expected standard in Maths.	Extend number of terms teacher is employed for with new Y6 cohort. Improving writing to be focus of SIP with input from LA English adviser.	£4 000
Accelerated progress	Counselling and mentoring Provision of club at lunchtimes	Evidence of improved confidence and self-esteem. 7 pupils supported through counselling; 3 pupils supported through mentoring.	Both services to continue.	£4 800

### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Accelerated progress	Smaller class sizes	All pupils in Y5 made Good progress (9.1 points). PPG pupils made sufficient progress (8.5 points)	Pupils benefitted from smaller class sizes.	£25,000
Increased attendance rates	Follow up quickly on absences. First day response provision.	Slight decrease in number of persistent absentees. One pupil had Way Forward meeting with input from team of 5 professionals.	Review of absence response provision to include AHTs and HoS.	£500

## 7. Additional detail

Our Pupil Premium policy document can be found online at: [www.thomascoram.herts.sch.uk](http://www.thomascoram.herts.sch.uk).