

# Pupil premium strategy statement

1. Summary information					
<b>School</b>	The Thomas Coram CE School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£69, 260	<b>Date of most recent PP Review</b>	Sept 2018
<b>Total number of pupils</b>	379	<b>Number of pupils eligible for PP</b>	50	<b>Date for next internal review of this strategy</b>	Jan 2019

2. Current attainment		
Based on teacher assessment July 2018 (Current Year 3 PPG not included)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average Oct 18)</i>
% achieving in reading, writing and maths	46%	70%
% making progress in reading	90%	80%
% making progress in writing	90%	83%
% making progress in maths	100%	81%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
<b>A.</b>	Pupils falling behind expected standards in reading, writing and maths leading to gaps not closing.
<b>External barriers</b>	
<b>B.</b>	High persistent absence rate for Eligible for PPG
<b>C.</b>	Social and emotional wellbeing impacting negatively on children's ability to learn

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	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 closed resulting in PPG pupils making as much progress in reading, writing and maths as non PPG group.
<b>B.</b>	Attendance rate for those eligible for PPG is increased; absenteeism and lateness for Ever FSM group is reduced.	Improvement in levels of attendance so that attendance is in line with other groups of pupils. Number of Persistent Absentees is reduced by 50%.
<b>C.</b>	Children are more emotionally secure resulting in greater focus on learning and therefore good progress.	Progress of vulnerable children will be in line or better than that of their peers.

5. Planned expenditure					
Academic year	2018/19				
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 all curriculum subjects	1:1 teacher pupil meetings	Time is allocated for the class teacher to meet with their pupils on a 1:1 basis to allow them to discuss learning styles and provide feedback. Evidence shows that 3 months+ progress can be made as result.	Timetable of teacher/pupil meetings to be drawn up and supply booked to cover teacher.	SLT	Dec 2018 April 2019 July 2019
Improved progress in writing	Focus on guided writing and editing of work.	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.	Monitoring to be undertaken by English subject co-ordinator and Link Governor.	English Co-ordinator	Dec 2018 April 2019 July 2019
	Training for 3 teaching assistants	High quality training from HfL adviser will provide teaching assistants with key skills and strategies to enable PP children to close the gaps in English.	Monitoring of interventions; tracking pupil progress data	SLT	Jan 2019 April 2019 July 2019
	Training for new staff	High quality training from HfL adviser to support teachers new to school with HfL PA+ resources and planning units effectively which accelerate progress and address barriers to learning.	SLT learning walks and tracking of pupil progress data	SLT	Jan 2019 April 2019 July 2019
Improved progress in maths	Purchase subscription to Times Table Rock Stars and Franky's Lab	EEF research has found that there is clear evidence that digital technology approaches are more beneficial for mathematics practice than problem solving, and there is some evidence that they are more effective with young learners. Access to Times Table Rock Stars and Franky's lab will be used to reinforce and consolidate their learning leading to an increase in mathematical fluency.	Monitoring to be undertaken by Maths subject co-ordinator and Link Governor.	Maths co-ordinator	Dec 2018 April 2019 July 2019
	Staff training	High quality training from HfL adviser for Year 4 teachers focusing on developing fluency to accelerate progress and address barriers to learning.	Monitoring of teaching and learning; tracking pupil progress data	Maths co-ordinator SLT	Jan 2019 April 2019 July 2019

<b>Total budgeted cost</b>					£24 000 (approx.)	
<b>ii. Targeted support</b>						
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 2018, April 2019 July 2019
A.	Improved progress for low attaining pupils	Peer to Peer tutoring: Reading buddies Learning leaders	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 2018, April 2019 July 2019
A.	Improved progress for low attaining pupils	Reading Fluency Project	On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	Two hour monitoring visit from Herts English advisor	Assistant Head UKS2 English Subject Co-ordinator	April 2019 July 2019
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 2018, April 2019 July 2019
C	Social and emotional wellbeing	Counselling and mentoring	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 2018, April 2019 July 2019
<b>Total budgeted cost</b>					£30 000 (approx.)	
<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>
A.	Increased attendance rates	Pilot a Breakfast Club for a group of identified children	Evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers.	Letter to identified parents investigating take up of Breakfast Club.  Two members of staff to run club. Impact on attendance to be monitored.	Head of School  Head of School	Half termly: Dec, Feb, April, July

	Half termly workshop with refreshments to increase parental engagement with children's education.	Research shows that if parents engage with their child's education, the attainment of the child will increase by 15%. (DfES 2003)	Parents of vulnerable pupils will be personally invited.	English and Maths Subject co-ordinators	Half termly (Oct – July)
C Social and emotional wellbeing	Support for learners to raise self-esteem and experience enrichment activities	On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	Financial assistance offered to PP children for trips, residential visits and extra-curricular clubs. SF to monitor take up by targeted families.	Finance Administrator	Half termly (Sept – July)
<b>Total budgeted cost</b>					£15 260 (approx.)

## 6. Review of expenditure

<b>Previous Academic Year</b>	<b>2017/18</b>
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### 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  Focus on modelled, shared and guided writing.	Spelling ages across the school increased: 92% pupils in Y3; 92% pupils in Y4; 96% pupils in Y5 and 90% pupils in Y6 had a spelling in line with their National Curriculum spelling age. Targeted SpLD pupils with No Nonsense Phonics intervention.  Staff have developed learning walls to mirror writing learning journey. Workshop held for parents. Pupil voice indicates pupils enjoy writing and a clearer understanding of their progress. <i>Quality of writing has improved</i>	Spelling programme now embedded; spelling workshop for new parents as part of English in Action programme.  Actions taken have had less impact in terms of outcomes. English curriculum is to be reviewed to give children more time to edit, revise and redraft their work. HfLTAFs will be introduced as part of assessment process.	£1188.00
Improved progress for all pupils (maths)	Bar Modelling	CPD led by Herts Adviser. Teachers introduced method to pupils in problem solving lessons and evidenced in books.	Use of bar modelling needs to be embedded as part of learning process with children. Need to share this with parents as part of Maths workshop planned for autumn term 2018.	£ 810.00

### ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Improved progress for low attaining pupils	Making Good Progress	83% (15/18) pupils achieved Expected Standard Age Related Expectations (ARE).	Continue with Making Good Progress intervention.	£3000

Improved progress for low attaining pupils	Maths and Reading buddies  Turning Tables	25 pupils trained as reading buddies.	Continue with Reading Buddy programme. 14 pupils to be trained in 2018/19.  Continue with Turning Tables programme.	£52.50  £355.00
Improved progress for low attaining pupils	Additional teacher x 0.1 (2 terms)	Pupils supported with interventions in reading, writing, spelling and maths. Reading: 81% (13/16) pupils achieved Expected Standard; 12.5% (2/16) achieved High level. Spelling: 50% (2/4) pupils improved their spelling age by a minimum of 10 months. Writing: 25% (1/4) pupils achieved Expected Standard. Maths: 80% (4/5) pupils achieved Expected	Continue with support but with greater focus on editing and rewriting.	£2650
Improved progress for low attaining pupils	Purchase of reading resources	Targeted reading interventions using new resources enabled PPG pupils to increase their reading ages: Year 6: 3 pupils increased RA by 2+ years Year 5: 2 pupils increased RA by 6+ months Year 4: 11 pupils increased RA by 1+ years Year 3: 4 pupils increased RA by 1+ years	Review reading interventions for those pupils whose RA did not increase by more than 6 months.	£2056
Accelerated progress	Counselling and mentoring Provision of club at lunchtimes	Evidence of improved confidence and self-esteem. 6 pupils supported through counselling; 3 pupils supported through mentoring.	Mentoring to continue; counselling hours to be extended and a nurture group is also going to put in place.	£1973.50
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
Accelerated progress	Smaller class sizes	All pupils in Year 6 made expected progress or better. PPG made slightly better progress in reading, writing and maths than non PPG. Reading 12.7 points PPG 12.8 points Writing 12.2 points PPG 12.3 points Maths 12.7 points PPG 12.8 points	Whilst smaller classes in Year 6 benefitted pupils in making progress, greater focus will be given to ensuring that all PPG pupils across the school making at least expected progress.	£41000
Increased attendance rates	Follow up quickly on absences. First day response provision.	Improvement in attendance. 6 pupils out of 23 (FSM) with attendance rate of less than 90%. Support in place for those pupils ensured their attendance rate improved over the year. FSM attendance is 92.5% against 96.3% non FSM.	Robust follow up procedures now in place. Staff use CPOMs to record absences. Continue to monitor all groups, in particular, vulnerable pupils.	£8185

## 7. Additional detail

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