



Comber Grove Primary School

Pupil Premium Strategy 2019/2020

Pupil Premium Funding Allocation by Financial Year		
2016/2017 £141, 240	2017/2018 £137, 684	2018/2019 £110,880

Introduction and context

At Comber Grove Primary School, we understand that challenging socio-economic circumstances can create additional barriers to success for children. However, we know that these challenges can be overcome. The evidence base strongly suggests that the most effective way to improve outcomes for disadvantaged children is through great classroom teaching. Great classroom teaching can be achieved by all teachers with high quality professional development, sharing of outstanding practice and open and honest conversations about learning. Children need opportunities to enrich their lives through experience and schools must make sure that where children are unable to access these through home, these opportunities are provided for them by school. Although financial support is provided for schools specifically for children who qualify for Pupil Premium, outstanding educational outcomes for these children are best achieved through ensuring outstanding practice in classrooms throughout the school. In this way all vulnerable children are helped to achieve the best possible outcomes according to their starting points.

The Pupil Premium Grant is additional funding given to publicly-funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. For the 2019 to 2020 financial year, schools have received the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for primary-aged pupils Schools also received £1,900 for each pupil who:
- Has been looked after for 1 day or more
- Has been adopted from care
- Has left care under: a special guardianship order, a residence order or a child arrangement order



Planned Expenditure for 2019/20

Quality of Teaching for All					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review?
Experienced teacher to run Year 6 interventions	Improve pupil attainment and progress in reading, writing and maths.	Children in year 5 and 6 have significant gaps in learning preventing them from making progress in core subjects.(34 PP children in years 5/6)	Half termly monitoring of teaching and learning from SLT Team Teaching Rigorous data collection/analysis tracking performance of groups and individuals. Half-termly pupil progress meetings Weekly SLT meetings.	Deputy Head Teacher	July 2020
External SALT	Improve communication skills: listening, speaking, reading and writing.	Children enter the school with low communication skills. The Speech and Language therapist to assess children and write up a speech and language plan. They train our staff members to deliver bespoke group and individual work with target driven monitoring on a weekly basis.	Regular meetings with SALT Regular staff CPD Half termly monitoring of teaching and learning from SLT Team Teaching Rigorous data collection/analysis tracking performance of groups and individuals. Half-termly pupil progress meetings Weekly SLT meetings.	SENDCo	July 2020
HLTAs delivering teaching and learning support	To close the gap in attainment between PP children and non-PP children in maths. To close the gap between PP and non-PP children	Children in year 3 and 6 have significant gaps in learning preventing them from making progress in core subjects (31 PP children in Y3 and Y6)	Half termly monitoring of teaching and learning from SLT modelled lessons. Team Teaching Rigorous data collection/analysis tracking performance of groups and individuals.	Deputy Head Teacher/ KS2 Phase Leader	July 2020



	achieving at the higher standard.		Half-termly pupil progress meetings Weekly SLT meetings.		
ii Targeted support					
Targeted phonics intervention	To close the gap in attainment between PP children and non-PP children in reading	Some children are entering year 3 having not yet passed Phonics Test – needing additional support to close gaps. Reception/Y1 phonics support needed	Half termly monitoring of teaching and learning from SLT Modelled lessons. Team Teaching Rigorous data collection/analysis tracking performance of groups and individuals. Half-termly pupil progress meetings Weekly SLT meetings.	Deputy Head Teacher/ KS2 Phase Leader	July 2020
Targeted small group work in KS2 with children who need phonics and basic skills embedding on a daily basis	To close the gap in attainment between PP children and non-PP children in reading.	Some children are entering year 3 having not yet passed Phonics Test – needing additional support to close gaps.	Half termly monitoring of teaching and learning from SLT Modelled lessons. Team Teaching Rigorous data collection/analysis tracking performance of groups and individuals.	Deputy Head Teacher/ KS2 Phase Leader	July 2020
Blue Elephant theatre Company	To excite and engage children in writing and build self-confidence.	Blue Elephant run sessions based on rich talk and drama which has been proven to enhance engagement in writing. Working with Y3 (13 PP children)	Rigorous monitoring Rigorous data collection/analysis tracking performance of groups and individuals. Half-termly pupil progress meetings Weekly SLT meetings.	Deputy Head Teacher/ KS2 Phase Leader	July 2020
iii. Other Approaches					



GLIM mentoring	To provide positive role models to motivate pupils both in and outside the classroom	Mental wellbeing and poor behaviour can be a barrier to learning for some children. GLIM provide early intervention, mentoring and counselling for vulnerable children.	Tracking performance of groups and individuals.	Headteacher, Deputy Head and SENDCO	July 2020
School Trip subsidies	All children to be included in all school activities. Enhance children's engagement in learning.	To ensure all children are able to access learning opportunities regardless of home situation. In particular the 11 children in year 6 to attend school journey.	Half termly monitoring of teaching and learning from SLT Modelled lessons. Team Teaching Rigorous data collection/analysis tracking performance of groups and individuals. Half-termly pupil progress meetings Weekly SLT meetings	Head Teacher/ Deputy Head Teacher	July 2020
Extra-curricular clubs	All children to be included in all school activities. Enhance children's engagement in learning.	To enable all children to be able to access their chosen extra-curricular activities.	Rigorous monitoring Rigorous data collection/analysis tracking performance of groups and individuals. Half-termly pupil progress meetings Weekly SLT meetings.	Head Teacher/ Deputy Head Teacher	July 2020
Nominated places at Camberwell After School Project	All children to be included in all school activities. Enhance children's engagement in learning.	To enable all children to be able to access an after school club.	Rigorous monitoring Rigorous data collection/analysis tracking performance of groups and individuals. Half-termly pupil progress meetings Weekly SLT meetings.	Head Teacher/ Deputy Head Teacher	July 2020
Young Voices	To excite and engage children in literacy and build self-confidence.	Young Voices is a choir concert where children learn and perform a repertoire of songs and poems, improving their literacy and self-confidence.	Tracking performance of groups and individuals. Half-termly pupil progress meetings Weekly SLT meetings.	Deputy Head Teacher	July 2020

