



Pupil Premium 2017/2018 Impact

1. Summary information					
School	Comber Grove Primary School				
Academic Year	2017/2018	Total PP budget	£137, 684	Date of most recent PP Review	Sept 2018
Total number of pupils	306	Number of pupils eligible for PP	103	Date for next internal review of this strategy	Dec 2018

2. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Speech and language delay when entering the Early Years.
B.	Significant gaps in learning prohibiting progress.
C.	Lower attainment of the highest levels in English
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Access to extra-curricular provision
3. Intended outcomes (<i>specific outcomes and how they will be</i>)	
A.	Improve pupil attainment in Early Years.
	Success criteria Gap in number of disadvantaged children and other pupils will reduce by 6-9 % points.



B.	Improve pupil progress for pupil premium children.	Gap in expected progress for reading, writing and maths between disadvantaged pupils in school and other pupils nationally will reduce by 6-9 % points.
C.	Improve pupil attainment in Reading and Writing.	Gap in expected standard for reading, writing and maths between disadvantaged pupils in school and other pupils nationally will reduce by 6-9 % points.
D.	Ensure equal access to extra-curricular and enrichment activities.	All PP Year 6s to attend school journey. All PP children to attend school trips. Secure places for PP children attend choice clubs.



4. Planned expenditure and impact

Academic year 2017/2018 £137, 684

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. 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	Impact
Experienced teacher to run Year 5 and 6 Booster Groups	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	2018 KS2 Year 6 Results: <ul style="list-style-type: none"> • Reading + 18% and higher than national • Writing +15% • Maths +13%
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	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.	SENCo	PP children improving progress in reading and writing.
Total budgeted cost					£51, 133

ii. Targeted support



Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
HLTA delivering : 3 x weekly year 6 maths booster sessions 1 x weekly planning and teaching support for Computing 5 x weekly support in year 3 5 x weekly 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 achieving at the	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. Half-termly pupil progress meetings Weekly SLT meetings.	Deputy Head Teacher/ KS2 Phase Leader	Overall PP children are improving progress and attainment in maths.
Targeted small group work in KS2 with children who need phonics and basic skills embedding on a	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	Gap is closing in reading between PP and non-PP
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 (11 PP children)	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/ EYFS Phase Leader	PP children are closing the gap with non-PP children in reading.
Theatre company (Blue Elephant).	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	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	Improved progress and confidence in writing for 13 PP children.
Total budgeted cost					£71, 613



iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
Lego Therapy and Circle of Friends	Assisting children with communication difficulties with social development.	There are children in KS1 who would benefit from additional communication support to develop literacy and social development.	Weekly meetings with SENCo Rigorous monitoring Rigorous data collection/analysis tracking performance of groups and individuals. Half-termly pupil progress meetings Weekly SLT meetings.	SENCo	Less behaviour incidents on the playground for the PP children in KS1 receiving this support.
School trip subsidies including residential year 6 trip.	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 18 PP 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	All year 6 PP children attended residential trip – greater self-confidence and self-esteem noted in these children. Closing the gap between national PP achievement and Comber PP achievement particularly in reading.
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	Improved attendance for PP children attending clubs.
Nominated place 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	Improved self-confidence in PP children attending CASP. Less behaviour incidents on the KS2 playground for 2 of CASP children.



Free music tuition.	All children to be included in all school activities. Enhance children's engagement in learning. Build self-confidence.	This was very successful in 2016/2017 in building children's self-confidence and lessened behaviour incidents for 2 PP children by 40% from Autumn Term to Summer Term	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	Improved literacy progress for children receiving music tuition and better engagement in classroom learning. For one PP child in particular, less behaviour incidents on the playground as he wanted to practice music during lunchtime "to improve his skills for after school lessons".
Breakfast club	Ensure that children are ready for the day's learning.	Children were coming to school without breakfast, having an impact upon their learning behaviours.	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	Improved engagement in lessons observed.
Total budgeted cost					£17, 638



5. Additional detail

School Context

Pupil Premium: 103 children

LAC: 0

Year Group	% Pupil Premium
Reception	12%
Year 1	27%
Year 2	23%
Year 3	29%
Year 4	38%
Year 5	36%
Year 6	41%