



Comber Grove Pupil Premium Strategy 2017/2018

Pupil Premium Funding Allocation by Financial Year		
2015/2016 £145,553	2016/2017 £141, 240	2017/2018 £137, 684

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 2017 to 2018 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



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.	<p>Speech and language delay when entering the Early Years. <i>We buy in extra time for our Speech and Language therapist to assess children and write up a speech and language plan. They then train our staff members to deliver bespoke group and individual work with target driven monitoring on a weekly basis.</i></p>
B.	<p>Significant gaps in learning prohibiting progress. <i>We tackle this by investing in additional, experienced teaching staff and rigorous, externally- moderated and verified assessment systems that identify gaps in individual pupils' knowledge and understanding. These systems are also used to track the impact of strategies, interventions and initiatives on targeted individuals and groups of pupils.</i></p>
C.	<p>Lower attainment of the highest levels in English <i>We tackle this in a variety of ways. We invest in provision for physical development in the Early Years, ensuring that pupils have the gross/fine motor control and strength and stamina required as they develop their understanding of print and writing. We provide additional learning opportunities for targeted pupils at the beginning and end of the school day. We teach year 6 as 3 form entry rather than 2 for three days a week.</i></p>
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	<p>Access to extra-curricular provision <i>We tackle this by subsidising access to all extra-curricular provision, much of which is provided free-of-charge to targeted pupils. This comes in the form of Breakfast Club, individual music tuition, clubs or booster classes before or after school, during the holidays or at weekends.</i></p>



3. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Improve pupil attainment in Early Years.	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. Review of expenditure

Previous Academic Year 2016/2017		£141, 240 (107 pupils)		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Train and appoint Literacy Lead and train HLTAs to deliver interventions.	Improve pupil attainment in reading.	Raise attainment in reading. KS2 reading attainment up by 5% of which 5 children were PP.	Pupils' written and verbal responses demonstrate some improvement in reading comprehension and peer tutoring has been successful in addressing disengagement. As a result, leaders have decided to extend the approach across	£55,372



Talk For Writing introduced and robust CPD.	Improve pupil attainment in writing.	Raise attainment in writing. Overall KS2 writing attainment up by 3% of which 5 children were PP	Talk for Writing was a successful strategy which will be continued next academic year. New books purchased for all classrooms.	£16,000												
ii. Targeted support																
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP. if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost												
Intervention group support (HLTA).	Improve pupil progress in writing.	Progress across core subjects exceed national figures: <table border="1"> <thead> <tr> <th></th> <th>National</th> <th>School</th> </tr> </thead> <tbody> <tr> <td>Read</td> <td>1.7</td> <td>3</td> </tr> <tr> <td>Write</td> <td>4.7</td> <td>-0.9</td> </tr> <tr> <td>Maths</td> <td>0.8</td> <td>3</td> </tr> </tbody> </table>		National	School	Read	1.7	3	Write	4.7	-0.9	Maths	0.8	3	After school booster club was very successful, to be continued next academic year. HLTA successfully worked with groups to bridge gaps in learning.	£22,500
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Intervention group support (HLTA).	Improve pupil progress in reading.		After school booster club was very successful, to be continued next academic year. HLTA successfully worked with groups to bridge gaps in learning.	£22,500												
iii. Other approaches																
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP. if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost												
Subsidised school trips and clubs.	All children to be included in all school activities. .	To ensure all children are able to access learning opportunities regardless of home situation. In particular the PP children in year 6 to attend school journey.	We will continue this approach as more engaged children in learning were observed.	£16,600												
Camberwell After School Project	All children to be included in all school activities.	To enable all children to be able to access an after school club.	We have been offered 10 nominated places at CASP (Camberwell After School Project) for next academic year which we are going to accept in place of counselling.	£8000												
Provide free music tuition.	All children to be included in all school activities. Enhance children's engagement in learning. Build self-confidence.	To enable all children to be able to access music tuition.	This was very successful in building children's self-confidence and lessened behaviour incidents for 2 PP children by 40% from Autumn Term to Summer Term	£7500												



5. Planned expenditure

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	When will you review implementation?
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	January 2018
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.	SENCo	January 2018
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	When will you review implementation?
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 in year 3 for more able	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 higher standard.	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	March 2018
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	April 2018
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	April 2018
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 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	April 2018
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	When will you review implementation?
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	April 2018
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	April 2018
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	April 2018
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	April 2018



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	April 2018
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	April 2018
Total budgeted cost					£17, 638
6. 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%