



**Pupil Premium Strategy and  
Impact Statement**

**2019 - 2020**

## What is Pupil Premium?

In 2011-2012 the Government introduced the Pupil Premium Grant (PPG), which is additional to the main school funding. Schools are held accountable for how they spend the PPG grant to support pupils who receive this extra funding. For the current academic year (2019-20) primary schools will receive a sum of £1320 for any child who had been in receipt of free school meals (FSM) any time during the last 6 years. Additionally, children who have been in care (LAC) are supported by a grant of £2300. Numbers eligible for support may change through the year but funding does not necessarily change. The Department for Education states that: “schools, head teachers and teachers will decide how to use the pupil premium allocation, as they are best placed to assess what additional provision should be made for individual pupils.”

## Why is it important?

The PPG is used to address underlying difficulties faced by some families. Our school uses the grant in a variety of ways to suit the individual needs of each child in receipt of the grant and help them to make progress.

**Total amount of Pupil Premium and Pupil Premium Plus received in 2019/2020: £25986**

**Total amount of Pupil Premium and Pupil Premium Plus received in 2018/2019: £26400**

**Total amount of Pupil Premium and Pupil Premium Plus received in 2017/2018: £25080**

Parents are encouraged to register their child as eligible for Free School Meals so that Coates Way JMI & Nursery School receives the maximum Pupil Premium entitlement.

1. Summary Information					
Academic Year	2019 - 2020	Total PP Budget	£25986	Date of most recent PP review	June 2020
Total number of pupils	235	Number of pupils eligible for PP	22	Date of next internal review	September 20

2. Current Attainment		
End of KS2 results for 2019 -20	<i>Pupils eligible for PP (your School)</i>	<i>All pupils (national average)</i>
% achieving in reading, writing and maths		
% achieving expected standard in reading		
% achieving expected standard in writing	<b>No data available due to Covid-19 situation</b>	<b>No data available due to Covid-19 situation</b>
% achieving expected standard in maths		
% making progress in current year 6		Predicted progress by the end of the year
Reading		
Writing		
Maths		

Barriers to Learning		
What are the most prevalent issues which can effect rates of progress and levels of achievement?		
In-School Barriers		Linked Desired Outcomes
<b>A</b>	Attendance. Repeated lateness.	<ul style="list-style-type: none"> <li>❖ All PPG children have good attendance above 96%</li> <li>❖ All PPG children have low levels of lateness.</li> </ul>
<b>B</b>	Slow development of language and communication/PSED skills for children entering reception	<ul style="list-style-type: none"> <li>❖ To see an improvement in the development of early language/communication/PSED skills for children in EYFS and KS1.</li> <li>❖ To quickly identify barriers to learning for all PPG pupils</li> </ul>
<b>C</b>	Social and emotional problems linked to home circumstances (e.g. domestic violence, separation, bereavement) resulting in low self-esteem, poor behaviour choices, difficulty building friendships, limited concentration in class and problems socialising with others	<ul style="list-style-type: none"> <li>❖ To engage parents and carers in supporting their child's academic progress and wellbeing, with regular communication regarding educational next steps</li> </ul>
<b>D</b>	Attachment issues due to early life trauma	<ul style="list-style-type: none"> <li>❖ To improve the emotional wellbeing, self-esteem and aspirations of disadvantages pupils.</li> <li>❖ To see children who have experienced early life trauma make good or better progress</li> </ul>
<b>E</b>	Lack of aspiration	<ul style="list-style-type: none"> <li>❖ To improve the emotional wellbeing, self-esteem and aspirations of disadvantages pupils.</li> <li>❖ To see children who have experienced early life trauma make good or better progress.</li> </ul>
External Barriers		Linked Desired Outcomes
<b>F</b>	Limited parental engagement with school – especially regarding attendance at open evening and completion of homework / reading	<ul style="list-style-type: none"> <li>❖ To diminish the attainment and progress gap between PPG and non-PPG pupils</li> </ul>
<b>G</b>	Limited life experiences and opportunities/limited access to extracurricular activities.	<ul style="list-style-type: none"> <li>❖ Late starters and those who have attended different settings to make at least good progress with gaps in learning quickly identified and supported.</li> <li>❖ To enhance experiences for PPG children through a rich and varied curriculum</li> </ul>
How do we address these issues?		
<p>Coates Way School has a commitment to raise achievements for all pupils who are eligible for Pupil Premium and is determined to ensure through targeted support and whole school strategies that these children make accelerated progress and support them to achieve the highest levels. At Coates Way School, a robust cycle of daily/weekly/termly monitoring, assessing, target setting and reviewing will be used to inform pupil progress and enable the early identification of need and the planning of appropriate interventions in order to raise attainment and diminish the gap between our PP pupils and other non-PP nationally.</p>		

Planned expenditure for 2019/20						
Desired Outcome What do we want to happen?	How will we make it happen?	How we will we know it has happened?	How will we measure it?	Review Date	Cost (approximately)	Impact
To diminish the attainment and progress gap between PPG and non PPG pupils by enabling all pupils to overcome specific barriers to learning	<p>Staff to implement a targeted approach to interventions, carefully matching needs to appropriate programmes, monitored by the SENCo</p> <p>English leader to provide support for reading recovery programme.</p> <p>Maths leader to continue to provide training on maths mastery.</p> <p>Focussed fluency time timetabled each day to embed arithmetic skills, enabling children to build on these and progress.</p> <p>Quality first teaching across the school.</p> <p>Focussed teaching groups within lessons.</p> <p>Teacher led or LSA led interventions for reading, maths and writing as appropriate for our children during assembly/before school. These may focus on pre-teaching, consolidating or accelerating progress.</p> <p>Small group work/1:1</p>	<p>SENCo along with class teachers to regularly monitor impact of interventions and update as necessary using class provision maps</p> <p>Data will support the diminishing gap between PPG children and non-PPG children across all subjects in all key stages.</p> <p>Where impact of interventions cannot be evidenced by data, a more appropriate programme of analysing effectiveness of such interventions will be used e.g. examples of handwriting; observations of behaviours in class.</p> <p>Learning walks, observations, planning and book scrutiny will demonstrate evidence and support.</p>	<p>Teacher assessments/data</p> <p>Observations and evidenced materials</p> <p>Regular updating of class provision maps</p> <p>Learning journals</p> <p>Pupil voice</p> <p>Pupil progress meetings</p>	June 2020	£6750	<p>Targeted interventions have been put in place. The sudden closure of the school has meant not all interventions have been fully completed.</p> <p>Due to Covid-19 and following the DfE directive there were no KS2 SATs tests this year. There were 3 PPG children eligible to take the tests. Teacher assessments up to the time of school closure indicated that 2 children were working at greater depth in Reading, maths and SPAG and 1 child was working at greater depth in Maths and expected standard in reading and SPAG.</p> <p>Due to the term being cut short assessment data is based on when the children attended school prior to school closing for Covid-19. Teacher assessments and pupil progress meetings indicate the majority of children are</p>

	<p>tuition and pre teaching to support basic maths and English skills</p> <p>Teaching staff will consider their PPG pupils when planning and deploy LSAs with more efficiency to meet the needs of PPG pupils</p>					working at age related expectations.
<p>For all PPG children to have good attendance above 96%</p> <p>For all PPG children to have low levels of lateness</p>	<p>Weekly attendance meeting to review unauthorised absences for that week. Half termly monitoring of PPG children's attendance by Pupil Premium Lead. Work closely with AIO Update attendance policy with clearer guidelines and list of procedures. Funded places at wrap around care. Meet and Greet adult where appropriate. Penalty Notices to become part of attendance policy and actioned, when necessary to reduced unauthorised absence</p>	<p>Attendance percentages of targeted children improve across the school</p> <p>Incidents of lateness diminish</p>	<p>Monitor SIMS/CPOMS for attendance/lateness data Office staff and HT will meet termly to analyse attendance.</p> <p>Meetings with AIO will show decreasing numbers of poor attenders.</p> <p>Pupil progress meetings and cohort analysis will continue to monitor poor progress or attainment as a result of absence.</p>	June 2020	£750	<p>Overall attendance for whole school up to 20<sup>th</sup> March 2020 was 95.9% Attendance for PPG children was 94% for the same period.</p> <p>Specific Focus Children: Child A – 89.7% (KS1) Child B – 90.5% (KS2) Child C – 92.0% (KS1) Child D – 92.0% (KS1) Child E – 92.0% (KS2)</p> <p>The school is supporting one family with transportation costs to ensure child is attending.</p> <p>A family support worker is working 2 other families and Intensive Family Support is working with another family.</p>
To see an improvement in the development of early language/communication/PSED skills for PPG children in EYFS	To liaise with feeder settings prior to transition so that staff are made aware of any barriers to	Children's barriers to learning will be evidenced and regularly monitored	Teacher assessments/data.  Learning journal reviews	June 2020	£5250	Support has been in place since September to provide PPG children with booster sessions

<p>and KS1.</p>	<p>learning and can plan a targeted programme of support</p> <p>To implement strategies learnt and advice from SaLT and other external agencies to support individuals/groups e.g Lego therapy, Autism Attention Box, Drawing and Talking, Socially Speaking All teachers to implement Word Aware strategies e.g. 'word of the week' to encourage vocabulary development</p> <p>Phonic groups streamed according to phases across Reception, Year 1 and 2 where appropriate and individualised sessions used if necessary.</p> <p>New PHSE curriculum implemented (Jigsaw) and Protective Behaviours delivered from Nursery onwards.</p> <p>Emphasis in Early Years and Year 1 on the importance of encouraging good early communication skills e.g Chatterbox resources sent home</p> <p>Effective deployment and training of LSAs</p> <p>Quality first teaching</p>	<p>Programmes of support put in place will be regularly monitored, evidenced and updated</p> <p>Attainment and progress for PPG children in these areas will be in line with their peers (non-PPG).</p> <p>The phonic test or retest pass rate for PPG children increases</p> <p>EYFS/KS1 lead will monitor appropriate CPD for all staff in these areas of learning</p>	<p>and evaluations</p> <p>Observations and evidenced materials</p> <p>Pupil progress meetings</p> <p>Regular updating of class provision maps</p> <p>End of Key stage assessments</p> <p>Phonic screening</p>			<p>on phonics and 1:2:1 or small group work with speech and language interventions either with named LSA's or class teachers</p> <p>In addition, Mrs Waddington has been working with targeted PPG children with maths and further literacy support.</p> <p>Provision maps have been updated in the autumn term to reflect current needs and support for PPG children.</p> <p>Following DFE directive due to Covid-19, KS1 assessments and phonics screening tests have not taken place this year although teacher assessments and pupil progress meetings indicate the majority of children are working at age related expectations.</p>
-----------------	---	--	---	--	--	---

<p>To engage parents and carers of PPG children in supporting their child's academic progress and wellbeing, with regular communication regarding educational next steps</p>	<p>Phonics and reading meeting held in the Autumn term for EYFS and KS1 parents  'Meet the teacher' sessions at the start of every year</p> <p>Targeted parents invited to themed coffee mornings held termly with outside speakers</p> <p>Workshops for families held e.g. Community Learning Partnership – a literacy support scheme for targeted Reception and Yr 1 parents and children</p> <p>Relevant agencies introduced to families for particular support identified e.g. Family Support worker</p> <p>School helps parents access support networks and relevant classes</p> <p>Parents involved in all Pupil Passport/EHCP meetings where necessary</p> <p>Parent consultations termly</p> <p>Stay and Play sessions held by EYFS</p>	<p>Parents will recognise the importance of learning and be able to apply different strategies in order to support effectively at home.</p> <p>Parents will have increased confidence in their own skills and abilities which will in turn improve well-being</p> <p>Barriers between home and school will be broken down</p> <p>As a result, progress and attainment of PPG children will improve</p> <p>Parents will support learning at home thorough structured conversation meetings and targets met</p>	<p>Parent surveys</p> <p>Teachers monitoring of home learning will show an increased number of children undertaking tasks at home.</p> <p>Attendance at parent meetings will increase.</p> <p>Parents are engaged with and attend parent's consultations and participate in structured conversations.</p>	<p>June 2020</p>	<p>£1500</p>	<p>Specific invites were sent to parents of PPG children to attend 'meet the teacher' and 'stay and play' sessions. All parents attended.</p> <p>Family support worker engaged to work with 2 designated families with PPG children.</p> <p>Educational resources provided by school for use at home for every PPG child in school.</p> <p>Community learning partnership workshops were well attended.</p> <p>Invites offered for themed coffee morning sessions. Numbers are growing of PPG parents attending. Opportunities to signpost parents to other areas of support provided at these meetings.</p>
<p>To track and monitor the progress and attainment of all PPG children and ensure impact of interventions. To quickly identify barriers to</p>	<p>Gather attainment and progress data for PPG children across the school in reading, writing and maths.</p>	<p>Barriers to learning are quickly identified and addressed. Monitoring and tracking procedures are robust.</p>	<p>Teacher assessments/data</p> <p>Pupil voice</p>	<p>June 2020</p>	<p>£850</p>	<p>Assessments are used every term and data analysed. Pupil progress meetings take place each term.</p>

<p>learning for all PPG pupils</p>	<p>Identify which children are of concern. Liaise with teachers to identify barriers to learning and put in place support for those individuals. Use PPM forms to record barriers and actions for all PPG children. Monitor the impact of actions for these children at the end of each half term. Update data and attendance at the end of each term. Share impact of actions to SLT. Understand how Pupil Premium grant is spent within school and support the review of impact and modify accordingly. Review provision mapping for all PPG children across the school for each half term. Identify interventions and evaluate impact. Liaise with Pastoral worker or family support worker when required.</p>	<p>Interventions are planned and reviewed to support/accelerate children progress. Data will support the diminishing gap between PPG children and non-PPG children across all subjects in all key stages. At the end of each half term a report on the progress of pupil premium children and the impact of interventions will be presented to SLT.</p>	<p>Pupil progress meetings Pupil Premium folder Intervention notes Half termly reports Provision mapping Governor pupil progress meeting termly</p>			<p>Analysis of progress of PPG every half term  Targeted interventions are put in place for PPG children based on most recent assessments  HT and SENCo attend Governors Pupil Progress meeting each term to discuss PPG children  Governors have clear understanding of how expenditure of PPG is used</p>
<p>To improve the emotional wellbeing, self-esteem and aspirations of disadvantaged pupils.</p>	<p>Mental health lead will work closely with the pastoral support lead and link governor.  Utilise programmes and approaches such as mindfulness, resilience, Protective Behaviours, Jigsaw, Zones of Regulation</p>	<p>Pupils with emotional and mental health needs are recorded and monitored under the SEND code of practice  Assess/Plan/Do review cycles will record achievement of targets</p>	<p>Celebration journals for certain individuals to show successes and progression  There will be a positive impact on progress and attainment as measured during pupil progress meetings.</p>	<p>June 2020</p>	<p>£6750</p>	<p>Celebration journals have been set up for certain pupils.  School has purchased Jigsaw resource to deliver wellbeing lessons to whole school.</p>

	<p>etc to benefit mental health and well-being across the school</p> <p>Positive behaviours encouraged through implementation of Hertfordshire STEPS as part of whole school ethos</p> <p>Early identification of needs from Barriers to Learning sheet and transition conversations</p> <p>Mental health lead will provide all necessary training to all staff and monitor its impact through the school</p> <p>Provide a wide range of support to vulnerable families improving standards of behaviour/attendance and parental engagement.</p> <p>Provide counselling/ support/ appropriate therapies/ interventions to identified children</p> <p>Appropriate agencies identified and signposted to support vulnerable families</p>	<p>Pastoral care plans used to record well-being needs of individuals</p> <p>Pupil voice will reflect progress against the agreed outcomes.</p> <p>Regular classroom monitoring will ensure that individuals are continuing to improve against agreed outcomes.</p> <p>Parents will communicate progress.</p>	<p>Children with SEMH needs recorded on SIMS CPOMS used to record needs and actions taken</p> <p>Attendance, lateness and attainment data can support monitoring of impact</p> <p>Protective behaviours outcomes</p> <p>Governor pupil progress meeting termly</p>			<p>Play therapist employed to work with 3 vulnerable children.</p> <p>All staff have undertaken online stress and trauma training</p> <p>All staff refreshed Steps training.</p> <p>Additional CPD undertaken by mental health leads</p> <p>New Behaviour policy created to reflect positive communication between adults and children</p> <p>Intensive Family worker and DSPL9 Family support worker employed to support named families.</p> <p>New gym equipment purchased to promote healthy lifestyles.</p> <p>Parents signposted regularly to additional support.</p>
Pupils who have attended different settings to make at least good progress with gaps in learning quickly identified	SENCo to undertake detailed assessments to identify gaps in basic skills across literacy and maths	Pupils who have gaps in their learning will have targeted support to ensure that any gaps in learning	Teacher assessments/ AM7 data  Pupil progress meetings	June 2020	£1000	New pupils are quickly supported and assessment of needs is identified and

and supported.	<p>Early identification of needs from Barriers to Learning sheet and transition conversations</p> <p>SENCo to identify necessary training for appropriate staff in targeted intervention programmes</p> <p>Staff to deliver tailored programmes of support</p>	are addressed and as a result will make at least good progress and in most cases, accelerated progress.	<p>Learning evaluations.</p> <p>Progress will be tracked and monitored according to the specific intervention criteria</p> <p>Governor pupil progress meeting termly</p>			<p>implemented.</p> <p>SENCo has identified and arranged individual and whole school staff training to provide appropriate interventions.</p> <p>Staff using new skills to deliver targeted support to PPG children.</p>
To see children who have experienced early life trauma make good or better progress.	<p>SENCo to deliver training for all staff on attachment and trauma</p> <p>Targeted support programmes introduced for identified children</p> <p>Designated Play therapist to work with children who are experiencing severe attachment issues</p> <p>SENCo and relevant trained staff to deliver Drawing and Talking programme to identified children as appropriate</p>	<p>Pupil profiles will reflect targets have been met and new targets set.</p> <p>Termly pupil progress meeting will show good or better progress</p> <p>Specific CLA/ post adoption meeting will monitor and track progress</p>	<p>Teacher assessments/data</p> <p>Pupil voice</p> <p>Pupil progress meetings</p>	June 2020	£1000	<p>Family support worker and play therapist employed to work 2 families</p> <p>Play therapist employed to work with 3 vulnerable children</p> <p>Talking and Drawing intervention delivered to 4 pupils by trained staff</p>
To enhance experiences for PPG children through a rich and varied curriculum	<p>Breakfast club will be funded where required</p> <p>Additional funding is put aside to provide additional opportunities:</p> <ul style="list-style-type: none"> <li>• Music lessons</li> <li>• Out of school activities</li> <li>• Equipment for home</li> <li>• Game On</li> <li>• Dance club</li> </ul>	<p>Pupils and parents will talk positively and enthusiastically about their experiences.</p> <p>Skill progression in a particular area.</p> <p>Increased confidence and well-being will show an increased level of</p>	<p>Pupil/teacher/parent voice</p> <p>Club registers and reports</p> <p>Parent survey</p> <p>Teacher assessment data</p>	June 2020	£4000	<p>Transportation costs to ensure child is attending school regularly.</p> <p>All day visits and residential trips heavily subsidised to ensure all PPG children attend.</p> <p>External sports coaching fees paid by the school.</p>

	<ul style="list-style-type: none"> <li>• Cooking club</li> <li>• Residential trips</li> <li>• Swimming</li> <li>• Transport</li> </ul>	engagement in lessons.				Resources provided for children at home including reading books, stationery etc. After school club fees paid by the school.
					<b>Total cost: £27850</b>	