

Pupil Premium Strategy Statement Colindale Primary School 2019-20

Summary Information					
School	Colindale Primary School				
Academic Year	2019/20	Total PP budget	£303,600	Date of most recent PP Review	17 th January 2020
Total number of Pupils	693	Number of pupils eligible for PP	181/26%	Date for next review of this strategy	6 th May 2020

Key Stage 2 (2019 results)	Pupils <u>eligible</u> for PP (Colindale)	Pupils <u>not eligible</u> for PP (national average)
% achieving expected+ in reading, writing and maths combined	72%	71%
% achieving expected+ in reading	74%	78%
% achieving expected+ in writing	82%	83%
% achieving expected+ in maths	82%	84%
% achieving expected+ in grammar, punctuation & spelling	82%	83%
Overall progress in reading	0.28	0.32
Overall progress in writing	0.91	0.27
Overall progress in maths	0.73	0.35

Key Stage 1 (2019 results)	Pupils <u>eligible</u> for PP (Colindale)	Pupils <u>not eligible</u> for PP (national average)
% achieving expected+ in reading	71%	78%
% achieving expected+ in writing	71%	73%
% achieving expected+ in maths	71%	79%
% achieving greater depth in reading	21%	28%
% achieving greater depth in writing	7%	17%
% achieving greater depth in maths	29%	24%

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Attainment End of EYFS July 2019		
	Pupils <u>eligible</u> for PP (Colindale)	Pupils <u>not eligible</u> for PP (national average)
% achieving GLD (Good Level of Development)	60%	73%

Summary of barriers to future attainment (for pupils eligible for PP)	
A	Poor understanding and use of phonics
B	Maths skills, knowledge and understanding below age related expectations.
C	New to English.
D	Early acquisition of English.
E	Possible SEN, with attainment low in all core subjects.
F	Poor social skills leading to conflict with peers during breaks.
G	Reading skills, knowledge and understanding below age related expectations.
H	Writing skills, knowledge and understanding below age related expectations.
I	Receptive and expressive language skills below expectation.
J	Poor concentration and low-level disruption in class.

External Barriers	
A	Poor attendance.
B	Emotional vulnerability due to a range of factors.
C	Families who are new to the country and new to English who need help and advice supporting their children's education.
D	Poor housing - living in cramped conditions so lack of space to do homework.
E	Bereavement, loss
F	Mental health concerns
G	Attendance in multiple schools
H	Poverty
I	Community factors
J	Medical needs

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K	Children who are carers
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	Desired Outcomes	Success Criteria	Evaluation
EYFS	Diminish the difference between the attainment in GLD of PP and other children at CPS	Difference between PP and non PP children will be diminished	ACHIEVED -11.6% in 2019, compared with -17.3% in 2018
KS1	Continue to diminish the difference between PP and All CPS pupils at <i>expected</i> in reading, writing and maths	Difference between PP and All pupils at <i>expected</i> will be diminished	ACHIEVED Reading: -1% in 2019 compared with -- 12% in 2018 Writing: +2% in 2019, compared with - 18% in 2018 Maths -5% in 2019, compared with -17% in 2018
KS2	Continue to ensure that the difference between the attainment of Disadvantaged and All CPS pupils is diminishing in reading, writing and maths combined	Difference between PP and All pupils will continue to be diminished	ACHIEVED Difference has been diminished from 22% in 2018, to 1% in 2019.
KS2	Continue to diminish the difference between the progress of PP pupils and other CPS pupils in reading; in writing; in maths	Difference between PP and non PP pupils will continue to be diminished	ACHIEVED Reading: - 0.17 in 2019, compared with -2.6 in 2018 Not ACHIEVED Writing: -1.54 in 2019, compared with -0.1 in 2018 ACHIEVED Maths: -0.72 compared in 2019, with -3.4 in 2018

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Planned expenditure for the academic year 2019-20 Closely monitored by the senior leadership team and PP governors To be reviewed at pupil progress meetings to examine effectiveness for individual pupil progress and in July 2020 for overall impact	
Quality of teaching for all	
Desired outcome	Chosen action / approach
All teaching across all subjects for disadvantaged pupils continues to be consistently good and better, with disadvantaged pupils making good and better progress.	Continued professional development for teachers & TAs – see School Development Plan for detail.
Subject expertise is increased and pupils are taught in reduced group sizes to enhance differentiation and personalisation of learning.	Additional highly experienced teachers working alongside class teachers in years 6 and 5 for English and maths, smaller groups in year 6; HLTA providing maths support and boosters in upper KS2; additional highly experienced teacher to run mathematics booster groups and interventions in year 2; interventions for pupils in years 3 to 5 run by experienced teacher and senior leader
In the EYFS children have more focused adult support in continuous provision and increased support from targeted interventions.	Additional members of staff in the Early Years to improve adult/child ratio and provide extra support- nursery and reception.
Cost: £36,440	
Targeted support	
Desired outcome	Chosen action / approach
Pupils who are new to English and new to the school, settle quickly and make rapid progress in their acquisition of English.	Additional TAs support <i>New Arrivals</i> and EAL pupils in phonics group x3 weekly; EAL pre teach groups; speaking and listening groups; extra reading; and EAL in class support.
Targeted pupils make accelerated progress in their reading and writing and catch up with their peers.	Reading and writing interventions in year 2 & 3 led by a trained Teaching Assistant

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Targeted pupils make accelerated progress in their phonic skills, which enables them to become more confident in reading and writing and catch up with their peers.	Phonic interventions in years 1 and 2 led by a trained Teaching Assistant
Vulnerable pupils are supported with their emotional needs and are therefore more able to tackle the challenges of learning and other aspects of school.	Play Therapist supporting individuals and groups of children; Rainbows sessions with trained support staff member
Pupils with speech and language delays and disorders, make good progress in their receptive and expressive language skills.	SLT professional trains all TAs in order for them to be able to deliver speech and language therapy sessions to children in their year groups
Cost: £112,024	
Other approaches	
Desired outcome	Chosen action / approach
Attainment raised in maths in years 2,3 and 6	After school maths lessons for targeted pupils - 10 wk programme.
All pupils have a curriculum which is enriched, relevant and interactive.	School and topic based interactive workshops throughout the school and trips subsidized; <i>Primary Futures</i> is used to make links with professionals from a range of careers
Pupils have a supported lunchtime experience where they can access a range of fun activities, develop their social skills and are ready for an afternoon of learning.	2 additional Mealtimes Supervisors. Appointment of play enrichment leader
Pupils develop their gross motor skills, their self-confidence and physical skills.	Places in the Sports After School Club and play enrichment leader in place
Families in need are offered and provided with additional support from a range of professionals.	Early Help Coordinator on site for half a day a week.
All Year 6 children arrive early for SATs tests, with time to relax before the lessons start	Breakfast club for Year 6 children during SATs week
Cost: £155,136	
Total budgeted cost: £303,600	