

## Pupil Premium Strategy Statement Colindale Primary School 2020-2021

Summary Information					
<b>School</b>	Colindale Primary School				
<b>Academic Year</b>	2021/2022	<b>Total PP budget</b>	£256,895(April to April)	<b>Date of most recent PP Review</b>	May 2020
<b>Total number of Pupils</b>	705	<b>Number of pupils eligible for PP</b>	190	<b>Date for next review of this strategy</b>	September 2021

**\*2020 and 2021 attainment data not available due to Covid-19 school closure**

End of Key Stage 2 targets 2022 (will be reviewed July 2021)	Targets for pupils <u>eligible</u> for PP (Colindale)	National average 2019 for pupils <u>not eligible</u> for PP
% achieving expected+ in reading, writing and maths combined	72%	71%
% achieving expected+ in reading	78%	78%
% achieving expected+ in writing	83%	83%
% achieving expected+ in maths	84%	84%
% achieving expected + in grammar, punctuation & spelling	83%	83%
& achieving greater depth in reading, writing and maths combined	13%	13%
Overall progress in reading	0.32	0.32
Overall progress in writing	0.91	0.27
Overall progress in maths	0.73	0.35

End of Key Stage 1 targets 2022 (will be reviewed July 2021)	Targets for pupils <u>eligible</u> for PP (Colindale)	National average 2019 for pupils <u>not eligible</u> for PP
% achieving expected+ in reading	78%	78%
% achieving expected+ in writing	73%	73%
% achieving expected+ in maths	79%	79%
% achieving greater depth in reading	28%	28%
% achieving greater depth in writing	17%	17%
% achieving greater depth in maths	29%	24%

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<b>Summary of barriers to future attainment (for pupils eligible for PP)</b>	
A	Poor understanding and use of phonics
B	New to English
C	Early acquisition of English
D	Receptive and expressive language skills below expectation
E	Possible SEN, with attainment low in all core subjects
F	Poor social skills leading to conflict with peers and anxiety over relationships
G	Poor concentration and low-level disruption in class.
H	Reading skills, knowledge and understanding below age related expectations.
I	Writing skills, knowledge and understanding below age related expectations.
J	Maths skills, knowledge and understanding below age related expectations
K	Missed schooling due to school closure due to COVID-19 pandemic

<b>External Barriers</b>	
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 & resources to do homework.
E	Bereavement, loss
F	Mental health concerns in family
G	Mental health and well-being concerns due to COVID-19 pandemic
H	Witnessing domestic violence or drug / alcohol abuse in family
I	Attendance in multiple schools
J	Time out of formal education due to house / country moves
K	Poverty leading to basic needs not being fully met
L	Medical needs
M	Children who are carers

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<b>Planned expenditure for the academic year 2020-2021</b> <b>Closely monitored by the senior leadership team and PP governors</b> <b>To be reviewed at pupil progress meetings to examine effectiveness for individual pupil progress and in July 2021 for overall impact</b>	
<b>Quality of teaching for all</b>	
<b>Desired outcome</b>	<b>Action / Approach</b>
All teaching across all subjects for disadvantaged pupils continues to be consistently good and better, with disadvantaged pupils making good and better progress.	<ul style="list-style-type: none"> <li>Programme of continued professional development for teachers &amp; teaching assistants (TAs) – see School Development Plan for detail.</li> <li>Planning of each phase within the school is overseen and supported by the Phase Leaders who are all either Assistant or Deputy Heads.</li> <li>Maths Leader provides support for Maths planning for years 1 – 6 (3 – 4 hours a week)</li> <li>Teacher’s work monitored regularly by SLT via a systematic programme on lesson observations, learning walks and book scrutinies, and twice -yearly moderation meetings and pupil progress reviews.</li> </ul>
Children are supported in smaller groups and on a one to one basis as required during lessons	<ul style="list-style-type: none"> <li>TAs in years 3, 4 and 5/6 provide extra support in classes within core subjects and are fully trained to lead guided reading groups.</li> <li>Assistant head in KS1, currently supporting a trainee teacher, provides support to groups of children.</li> <li>Each KS1 class has a teaching assistant for 50% of the time and an additional TA teaches phonics to small groups that require extra input.</li> </ul>
<b>Cost: £100, 000</b>	
<b>Targeted support</b>	
<b>Desired outcome</b>	<b>Action / approach</b>
Subject expertise is increased and pupils are taught in reduced group sizes to enhance differentiation and personalisation of learning.	<ul style="list-style-type: none"> <li>Additional highly-experienced Maths teacher working alongside class teachers in years 6 and 5 for maths, (7 hours a week) with focus on supporting the Greater Depth children. GD group withdrawn for a week at a time on a rotational basis (due to non-mixing of bubbles).</li> <li>Class teachers focus on Expected and below children during the week the GD children are withdrawn.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Highly experienced staff also work alongside year 5 and 6 classes on a daily basis to provide extra teaching of reading through guided reading sessions. (English and Maths leads 2 – 3 hours per week)</li> <li>• Experienced support teacher focuses all support (60% of timetable) into year 5 and 6, offering maths and English support for ‘working towards’ children in particular.</li> <li>• Higher Level TA runs booster classes twice a week after school for upper KS2 (2 hours a week) and also supports mental maths work as a PPA cover teacher across KS2 classes.</li> </ul>
<p>Pupils who are new to English and new to the school, settle quickly and make rapid progress in their acquisition of English.</p>	<ul style="list-style-type: none"> <li>• The EAL team (2 full time and 1 part-time members of staff), led by an Assistant Head, provides one to one learning, phonics and small group pre-teach sessions to children new to English or those in the early stages of English acquisition, along with in-class support, mainly to KS2 children.</li> <li>• Focus on speaking, listening and reading, including phonics</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>• Phonic interventions in years 1 and 2 led by a trained and highly-experienced Teaching Assistant (30% of timetable)</li> </ul>
<p>Vulnerable pupils are supported with their emotional needs and are therefore more able to tackle the challenges of learning and other aspects of school.</p>	<ul style="list-style-type: none"> <li>• Play Therapist supporting individuals and groups of children</li> <li>• Rainbows sessions with trained support staff member</li> </ul>
<p>Pupils with speech and language delays and disorders, make good progress in their</p>	<ul style="list-style-type: none"> <li>• 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</li> </ul>

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receptive and expressive language skills.	
<b>Cost: £150,000</b>	
<b>Additional Support</b>	
<b>Desired outcome</b>	<b>Action / approach</b>
Attainment raised in maths in years 3 - 6	<ul style="list-style-type: none"> <li>Catch-up funding for after school maths club twice a week – 9 weeks of Autumn term</li> </ul>
All pupils have a curriculum which is enriched, relevant and interactive.	<ul style="list-style-type: none"> <li>Creative curriculum planned around termly or half termly topics with interactive workshops throughout the school</li> </ul>
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.	<ul style="list-style-type: none"> <li>2 additional Mealtime Supervisors.</li> <li>Appointment of play enrichment leader</li> </ul>
Pupils develop their gross motor skills, their self-confidence and physical skills.	<ul style="list-style-type: none"> <li>Places in the Sports After School Club; trained SNA does coordination training with targeted pupils and play enrichment leader in place</li> </ul>
Families in need are offered and provided with additional support from a range of professionals.	<ul style="list-style-type: none"> <li>Early Help Coordinator on site for half a day a week.</li> <li>EWO available in school every two weeks.</li> </ul>
<b>Cost: £15,000</b>	
<b>Total budgeted cost: £265,000</b>	