

Pupil Premium Strategy Statement Colindale Primary School 2018-19

Summary Information					
<b>School</b>	Colindale Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£316,800	<b>Date of most recent PP Review</b>	September 2018
<b>Total number of Pupils</b>	728	<b>Number of pupils eligible for PP</b>	240/33%	<b>Date for next review of this strategy</b>	July 2019

	<b>Pupils <u>eligible</u> for PP (Colindale)</b>	<b>Pupils <u>not eligible</u> for PP (national average)</b>
% achieving expected+ in reading, writing and maths combined	53%	75%
% achieving expected+ in reading	60%	80%
% achieving expected+ in writing	60%	80%
% achieving expected+ in maths	70%	85%
Overall progress in reading	-0.8	1.8
Overall progress in writing	0.9	1.0
Overall progress in maths	-0.1	3.3

	<b>Pupils <u>eligible</u> for PP (Colindale)</b>	<b>Pupils <u>not eligible</u> for PP (national average)</b>
% achieving expected+ in reading	64%	82%
% achieving expected+ in writing	54%	81%
% achieving expected+ in maths	61%	86%
% achieving greater depth in reading	14%	40%
% achieving greater depth in writing	14%	24%
% achieving greater depth in maths	18%	39%

<b>Attainment End of EYFS July 2018</b>		
	<b>Pupils <u>eligible</u> for PP (Colindale)</b>	<b>Pupils <u>not eligible</u> for PP (national average)</b>
% achieving GLD (Good Level of Development)	79%	Data not yet released

<b>Summary of barriers to future attainment (for pupils eligible for PP)</b>	
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.

<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 to do homework.
E	Bereavement, loss
F	Mental health concerns
G	Attendance in multiple schools
H	Poverty
I	Looked After children
J	Community factors
K	Medical needs
L	Children who are carers

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	Desired Outcomes	Success Criteria
EYFS	Continue to ensure that the difference between the attainment in GLD of PP and other children remains negligible	Difference between PP and non PP children will continue to be negligible
KS1	Diminish the difference between PP and All pupils at <i>expected</i> in reading, writing and maths	Difference between PP and non PP pupils at expected will be diminished
KS2	Diminish the difference between PP and All pupils in reading, writing and maths combined	Difference between PP and non PP pupils will be diminished
KS2	Diminish the difference between the attainment of PP pupils and All pupils in maths; in reading; in writing	Difference between PP and non PP pupils will be diminished
KS2	Diminish the difference between the progress of PP pupils and other pupils in reading; in writing; in maths	Difference between PP and non PP pupils will be diminished

Planned expenditure for the academic year 2018-19 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 2019 for overall impact	
Quality of teaching for all	
Desired outcome	Chosen action / approach
All teaching across all subjects for disadvantaged pupils is consistently good and better, with disadvantaged pupils making good and better progress.	Planned 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 year 6 for English and maths, creating smaller groups; 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.
<b>Cost: £39,440</b>	
Targeted support	

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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- Project X and Pirate Writing. (Including training for the TA)
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
<b>Cost: £117,024</b>	
<b>Other approaches</b>	
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 subsidised
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.
Pupils develop their gross motor skills, their self-confidence and physical skills.	Places in the Sports After School Club run by Woody's Academy; trained SNA does coordination training with targeted pupils and play enrichment leader in place

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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	Lunchtime sports activities run by Woody's Academy.
Families in need are offered and provided with additional support from a range of professionals.	CAF Service Creative Intervention Administrator – 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
<b>Cost: £160,336</b>	
<b>Total budgeted cost: £316,800</b>	