

Calow Church of England Primary School

Pupil Premium Strategy 2018-19

Projected allocation: £41,900

Identified barriers to learning of our children in receipt of pupil premium:

- Motivation to read and access to books
- Reading fluency
- Reading comprehension
- Motivation to write
- Spelling and punctuation
- Mathematical fluency, reasoning and problem solving
- Attendance and punctuality
- Nutrition
- Mental health and wellbeing
- Mindset and aspiration
- Family engagement

Needs will also be met through sustained improvements to Quality First Teaching, which will be enhanced by targeted CPD, participation in Project Read and NAHT Aspire.

Aim	Action	Timescale	Cost	Impact	Monitoring
To increase children's motivation to read and their access to books				Families have a range of exciting books at home; children talk about the book they are reading with knowledge, interest, excitement and	
	Half-termly book swaps	18/09; 19/12; 21/01; 18/03; 20/05; 01/07	£60 for TA time to sort books		

	Buddy reading	Weekly, September onwards.	£100 for bookmarks and prompt cards	passion; children can name at least 3	
	Author visit	07/03/2019	£500 for visit; £200 for purchase of books by author	books they have read and 3 authors;	
	Termly reading brunches	w/c 25/03/19	£210 for refreshments	children choose to read; parents and carers	
	Digitising the library catalogue and giving disadvantaged children opportunities to be librarians	Digitisation: w/c 07/01/19	£297/year for library catalogue system; £1000 for 5 hours/week TA time for 6 months to oversee.	believe that reading with children is important and prioritise it at home; families	
	Continuing to stock the library with high-quality, engaging books, with a particular focus on books which may appeal more to boys	Engage PP children in choices from Gemma Books, w/c 14/01/19	£1439 for new stock	have strategies for reading at home with their children; everyone at school is proud	
	Purchasing sets of high-quality shared reading books for each class	September onwards.	£1400 for new sets	of the library and it sits at the heart of the school, used frequently by everyone; librarians develop a sense of responsibility; children can see, read and	

				share high-quality texts in class; end of year and end of key stage outcomes improve in reading.	
To improve reading fluency for identified children				Children read at an appropriate fluency for their age; fluency is not a barrier to comprehension;	
	Regular opportunities to read with an adult	January onwards	£2000 for 5 hours/week TA time	children can access learning in other subjects more readily; children see reading as a pleasure and not a chore; specific barriers are identified and removed; children have and can articulate a range of strategies for dealing with unfamiliar words; end of	
	Encouraging families to read at home (see actions above) and producing a booklet to support parents and carers	Distribute at Reading Brunches w/c 05/11/18	£100 for production of booklet		

				year and end of key stage outcomes improve in reading.	
Improve reading comprehension				Children develop as active readers; children ask or investigate if they do not understand something in a text; children make the most of their access to the wider curriculum; children talk with confidence about their books; end of year and end of key stage outcomes improve in reading.	
	Talk Boost (KS1 and KS2)	Project read – September onwards	£2000 for 5 hours/week TA time; £500 to cover staff training		
	Developing active reading skills, through Project Read and peer observations/coaching by staff		£500 to cover staff training and peer observation/coaching time		
Increase motivation to write				Children choose to write for pleasure; children talk with pride and	
	Weekly creative writing group for KS2		£100 for resources		

	Pobble online writing platform		£1360 annual subscription	enthusiasm about a piece of writing that they have done; families engage with their children's writing and support them at home; children enter writing competitions and share their writing more widely beyond school; end of year and end of key stage outcomes improve in writing.	
Improve spelling and punctuation	No Nonsense Spelling		£300 for one-off purchase	Confidence in spelling and punctuation increases; children develop and can articulate a range of strategies for spelling unfamiliar words; spelling	
	Monster Phonics		£229/year subscription		
	Spelling Shed		£100/year subscription		
	Lexia		£662/year subscription		

				is not a barrier to writing composition; punctuation is accurate at an age-appropriate standard; end of year and end of key stage outcomes improve in writing and SPaG.	
Improve mathematical fluency, reasoning and problem solving				Gaps in fundamental skills are identified and addressed;	
	Sandwell diagnostic tests and analysis		£1000 to cover maths coordinator	Sandwell test scores improve;	
	Maths + 1/ The Power of 2		£2000 for 5 hours/week TA time; £200 for purchase of books	children's confidence in maths improves;	
	Mathletics		£1200/year subscription	children develop life skills in numeracy, e.g. money, time;	
	Times Tables Rockstars		£86/year subscription	families know how to support their children with maths at	

				home; times tables fluency improves; end of year and end of key stage outcomes improve in maths.	
Improve attendance and punctuality				Attendance and punctuality for PP children is in line with school average; incidents of unauthorised absence decrease; attendance is not a barrier to progress.	
	Incentives and prizes		£420 for book tokens		
	Direct communication to investigate/follow up absence and lateness		£45/week for Business Officer's time		
	Free access to breakfast club		£4160 for staffing		
Improve nutrition				Children are well nourished; children can concentrate better on their learning; children develop the knowledge and skills needed to make healthy choices now and in the	
	Breakfast club (as above)		As above		
	Free packed lunches for school visits		£100 for lunch boxes (cost of lunch as FSM)		
	Food for Life		£300 for gardening equipment, materials and seeds		
	Healthy tuck shop (run by PP children)		£100 for stock		

				future; children can articulate what a healthy choice means.	
Mental health and wellbeing				Children have a range of strategies for handling difficult situations and emotions; children say that they are calm, happy and in control of their lives; incidents of poor behaviour are very low; children know who to turn to for help, and choose to talk about any difficulties they have	
	Healthy Schools Award		£150 for staff cover		
	Flight Group		£60 for TA time to observe		
	Bespoke nurture sessions (lego therapy, positive play, emotional regulation, etc.)		£1170 for 3 hours/week HLTA time		
	Anti-Stigma Ambassadors (Be A Mate Campaign) and Mental Health Awareness Day		£200 transport to training; £300 resources to organise our own mental health awareness day.		
	Individual mentoring by HT		£200 for mentoring course		
Improve mindset and aspiration				Children can describe many different jobs and workplaces, and articulate some	
	World of Work assemblies		£200 expenses for visitors		
	Visit for Y5/6 PP children to workplaces		£500 for transport; £450 for staffing		

	Free musical instrument tuition		£2000 for tuition (Music Partnership)	carrers/jobs that they might want to do when they are older; they understand how their choices at school can affect their prospects; children believe that they can achieve; children are more resilient and deal positively with setbacks; children feel in control of their life chances.	
	Provide STEM club (Messy Science) and offer free participation for PP children		£1250 for external provider		
Increase family engagement				Families feel part of their children's learning journey and understand how they can influence it positively; families have strategies for	
	Meet the Teacher afternoons		£50 for information and support booklets for families		
	Learning Conferences		£50 for proud clouds, information, target cards and support booklets for families		
	Showcases		£50 for proud clouds and resources to		

			support performances	supporting their children's learning; parents/carers know their children's next steps in learning; families talk positively about the work of the school and the range of things the school is doing to provide a high-quality, rounded education for their children; the school reflects and adapts activities when appropriate based on parental feedback; parents and carers of children in receipt of pupil premium have a	
	Reading brunches (as above)		As above		
	Pobble online writing platform (as above)		As above		
	Book swaps (as above)		As above		
	Facebook		£200 for online safety course		
	Survey Monkey		£420/year for subscription		
	2 additional meetings per year with parents/carers of PP children, specifically to talk about the PP and opportunities for us to narrow the gap		£50 for information and support booklets for families		

				chance to discuss any specific barriers that their child has and how those are being removed.	
Facilitate access to the curriculum and develop independence ready for transition	Provide an additional TA in KS2		£10,800 for 17.5 hours/week	Children develop greater independence; children can access the full curriculum; end of KS2 outcomes improve in R, W & M for PP children; children are prepared for end of KS2 transition.	

Total allocation: £41,900

Total spending: £41, 900

Initial responsibility for monitoring outcomes for pupil premium children lies first and foremost with individual class teachers, who maintain provision maps and adapt their practice reflectively to maximise progress for all. Subject leaders then monitor attainment and progress through work scrutiny, pupil interviews, professional conversations with colleagues and data analysis. The Assessment Team, comprising all senior leaders, meets 6 times a year to monitor attainment and progress through data analysis, triangulated with other information. The Headteacher conducts pupil progress meetings with class teachers, including focused discussions about children in receipt of pupil premium, during which actions are evaluated and refined. The Headteacher reports to Governors. This strategy will be reviewed and revised continuously through the year, and a new strategy for the year 2019-20 formulated and published between April and July 2019.