

Cold Harbour CE Primary School

Pupil Premium Strategy Statement 2020 – 2021



Context of the School

Cold Harbour CE Primary School is a one and a half form entry school in the town of Bletchley, Milton Keynes. We have high aspirations and ambitions for all our pupils, and we are determined to ensure that all our pupils are given every chance to realise their full potential.

Pupil Premium Grant (PPG) Summary

Financial Year	2020/2021	Total PPG allocated	£94,460
Number of pupils on roll	222	Number of pupils eligible for PPG	70 (32%)

Pupil Premium Grant (PPG) Allocation

Cold Harbour CE Primary School receives a Pupil Premium Grant for each child who is entitled to receive Free School Meals or who has been entitled to over the last six years, and for any Looked After Children or Service Children.

In the financial year 2019-2020 the Pupil Premium is again allocated to schools based on those children on role in January 2019 that were known to have been eligible for Free School Meals (FSM) census on any pupil in last six years. Pupil Premium was also allocated to pupils designated as 'Looked After' and those children identified as being 'Service' children.

This year 70 children at CHPS will receive a Pupil Premium Grant. Pupil Premium funding for the financial year 2020-2021 is £1320 per child.

Barriers to learning

A high number of vulnerable families and pupils with ongoing emotional and social needs
Delayed language and vocabulary skills (speaking & reading skills)
Poor phonics outcomes

School readiness (low academic baselines on entry, children not socially, physically and emotionally ready for school)
 Low parental engagement
 White British pupil groups with low attainment and slow progress – particularly boys
 Historical high staff turnover

Key Data 2018-19

Good Level of Development (GLD) - Foundation Stage 2019

	<i>National 2019</i>	School all pupils (21)	School Non-PP (13 pupils)*	School PP (8 pupils)*
All	72%	57%	47%	57%

Phonics Attainment 2019

	<i>Expected National All Pupils</i>	Expected School All Pupils	Expected School Non-PP	Expected School PP
Year 1 (44 Pupils)	82%	59%	64% (37 pupils)**	40% (5 pupils)**
Year 2 retakes (13 pupils)	56%	85%	70% (10 pupils)	100% (3 pupils)

**2 pupils have left the school since June 2019, hence 42 pupils in the breakdown compared to the 44 in the whole school result

Key Stage 1 Attainment 2019

	<i>Expected + National All Pupils</i>	Expected + School All (34 Pupils)	GD National All Pupils	GD School All (34 Pupils)	Expected + School Non-PP (25 pupils)	Expected + School PP (9 pupils)	GD School Non-PP (25 pupils)	GD School PP (9 pupils)
Reading	75%	76%	25%	27%	72%	56%	36%	0%
Writing	69%	68%	15%	14%	64%	44%	20%	0%
Mathematics	76%	84%	22%	27%	72%	89%	32%	0%
Combined RWM	65%	47%		9%	64%	44%	12%	0%

Key Stage 2 Attainment 2019

	<i>Expected + National All Pupils</i>	Expected + School All Pupils	GD National All Pupils	GD School All Pupils	Expected + School Non-PP (38 pupils)	Expected + School PP (7 pupils)	GD School Non-PP (38 pupils)	GD School PP (7 pupils)
Reading	73%	67%	27%	16%	71%	43%	18%	0%
Writing	78%	56%	20%	9%	61%	29%	11%	0%
Mathematics	79%	64%	27%	13%	68%	43%	13%	14%
EGPS	78%	69%	36%	18%	TBC	TBC	TBC	TBC
Combined RWM	65%	47%	TBC	2%	50%	29%	3%	0%

Av. Scaled Sc. Reading Maths	TBC TBC	101.3 100.7			103.2 102.4	98.2 98.5		
---	------------	----------------	--	--	----------------	--------------	--	--

Absence 2018/2019		
	School	National
All pupils	96.2%	96%
Non PP	97.0%	
PP	94.2%	

Planned Expenditure

Contribution to Teaching Assistants					
Academic Year	2020/21				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Close gaps in learning of disadvantaged pupils.	Teaching Assistants to lead a wide range of interventions to close gaps and pre-teach.	Some of the pupils need targeted support to catch up/ close the gap. The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be very effective.	Organise intervention timetables to ensure staff delivering provision have sufficient preparation and delivery time. Monitor the quality of teaching through regular learning walks. Weekly team meetings to discuss pupil progress and identify pupils needing additional support.	Assistant Heads (SK and ML) PP Lead (KB)	July 2020

Overcome delayed language and vocabulary skills by ensuring all pupils in EYFS and KS1 to make good progress in RWI/ early reading.	Teaching assistants to lead RWI groups, targeting early reading. Training and 1:1 support put in place to build confidence and ability to teach a RWI group. Additional reading teaching to take place in the afternoons (inc reading volunteers)	Early reading and phonics was identified as a need from 2018/19 data results. Some pupils need targeted 1:1 catch up support to make ARE/ close the gap. Staff identified through learning walks/observations as needing support and training to build confidence and consistency across groups	Phonics Lead to assess all pupils in EYFS and KS1 regularly (half termly) to update groupings and identify pupils needing 1:1 phonics support. This will allow for assessment to be consistent across all year groups. Monitor the quality of RWI teaching through regular learning walks. Support and preparation time to be given to enable quality teaching. RWI development day to support reading leader and all RWI teaching staff. Working with some individuals on a 1:1 basis.	ML- Phonics Lead	Half termly
Total budgeted cost					£53,605

Contribution to Learning Mentor Support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All pupils (inc disadvantaged) to be able to access the curriculum and are ready for learning.	Learning mentor to support pupils to be able to access the curriculum. This support may be in the form of weekly sessions or more informally. SLT to identify pupils who would benefit from this additional support. Learning mentor to support parents. Learning mentor to monitor attendance and work with SLT to support families.	The EEF Toolkit suggests that a focus on social and emotional learning improves learning by +4 months. To improve attainment, pupils need to attend school regularly.	Learning Mentor training Learning mentor to monitor absence issues and work with families to improve attendance. LM will support disadvantaged pupils and their families overcome barriers to learning. PP lead, learning mentor, office staff, SLT will collaborate to ensure attendance is improved and families are supported (weekly meetings).	SLT and Learning Mentor (DA)	July 2020

					Total budgeted cost	£36,340
i. Other approaches						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
All pupils to benefit from specialist PE and music teaching	Specialist PE teachers (premier sport) to teach PE lessons and provide planning and assessments to teaching staff. Premier sport to provide clubs after school and during lunch breaks. Specialist music teachers to spend half a term teaching music to each year group linked to topic/theme.	To raise self-esteem and provide opportunities for PP to engage in non-core curriculum areas such as music and sport. The EEF Toolkit suggests that engagement in sports participation increases outcomes by 2 months.	PE lead to monitor premier sport lessons and planning to ensure all pupils access high quality specialist teaching. PP lead to monitor clubs and attendance of PP pupils.	PP Lead	July 2020	
All pupils to have an equal opportunity to attend trips and residential trips.	Funding for subsidised trips and residential costs.	PP are given the opportunity to attend trips and visits including residential. The EEF toolkit suggests that participation in outdoor adventure learning improves outcomes by +4 months.	SLT and learning mentor to collaborate and identify families who may need support.	Head teacher	July 2020	
Pupils are able to complete homework both paperbased and online	Purchasing of homework resources including digital technology (chromebooks)	TheEEf toolkit states that there is evidence that digital technology approaches are more beneficial for writing and mathematics practice than spelling and problem solving, and there is some evidence that they are more effective with young learners. The EEF Toolkit suggests that digital technology can increases outcomes by 4 months. All pupil premium children have access to resources at home that will enable them to complete homework which has been set and tailored to their specific next step in English and Maths	PP lead to ensure resources are provided to pupils to in most need to support home learning	PP Lead	July 2020	
					Total budgeted cost	£4515

The total of these amounts is £94460