



Coulsdon Church of England Primary School

Pupil Premium

The Pupil Premium is government funding for schools designed to improve the achievement of disadvantaged children. Children eligible for Free School Meals and Looked-After Children are groups who have been identified as being vulnerable to falling behind other children. Pupil Premium funding is used to help them achieve better, and to close the gap between them and their peers.

The Government believes that the Pupil Premium Grant (PPG), which is an allocation of additional funding, is the best way to support specific groups of children who are vulnerable to possible underachievement and to address the gap in their educational attainment.

Eligibility includes children:

- who have been eligible for free school meals (FSM) at some point in the last six years;
- who are looked after or in Local Authority care (LAC)
- whose parents are currently employed by the armed services.

Schools are free to spend the Pupil Premium Grant as they see fit. However, schools are held accountable for how they have used the additional funding to support pupils from low-income families. Since September 2012 schools have been required to publish online information about how they have used the Pupil Premium.

In 2017 – 2018 Coulsdon C of E Primary School received £24,920 for Pupil Premium.

Key Principles for using the Pupil Premium Grant:

- We use assessment systems to track and enable thorough analysis of data (Reading, Writing and Maths) to identify pupils who are under achieving and why.
- Resources and interventions are directed to accelerate progress of eligible pupils and close the attainment gap compared to their peers.
- Data is used to carefully track the impact of targeted spending (interventions, projects or pedagogy) on attainment and progress of eligible pupils.
- The Senior Leadership team (Headteacher, SENCo and Inclusion Manager) have a clear overview of how funding is allocated and the difference it is making to the outcomes of pupils termly.
- Class teachers and subject leaders know which pupils are eligible for Pupil Premium so they can take responsibility for accelerating progress and accountability is shared across the school.

At Coulsdon C of E School the funds were spent on a range of provision and activities to improve the outcomes for these children.

Expenditure 2017 - 2018

Area of Expenditure	What did this include?	Why was this done?	What was the impact?	Cost
Teaching, Attainment and Achievement	Literacy and numeracy support Lexia Maths and Literacy booster Reading SALT	Alongside Quality First Teaching provisions were put in place to ensure that all children are able to make the progress they are capable of and reach their potential.	The impact of these interventions was seen through the attainment and progress the children achieved. This was measured termly in Pupil Progress meetings with SLT and Inclusion Manager	Targeted Group Support: £5528.05 1:1 TA support: £904.59 TA targeted Support : £6931.94 Able and Talented: £176.25 Targeted Booster Sessions: £1826.21 SALT groups: £1540.71 Additional reading: £2755.29 Lexia: £200
Wellbeing	Social Skills Groups SEMH support	This addresses a range of needs that the children may have including low self-esteem, friendship skills, listening and attention, social skills, actions and consequences and communication.	The impact was seen with improvements in children's confidence, happiness and relationships. All of these have an impact on the children's attainment and achievement.	Drawing and Talking: £282 Social Communication Groups:£1809.18 TA Mentoring:£2648.10 Lunchtime support :£1643.20
Equality and Opportunities	School trips Residential trips Extra-curricular activities	Giving children the ability to access opportunities their families would not be able to fund.	The impact was seen through the children's engagement in learning, their attainment in lessons, equality of opportunities, emotional wellbeing, life skills and independence.	Extra Curricular Clubs: £187 Resources to support learning: £60.00 Educational School Trips/Workshops: £1188.89 Residential School Trips: £550.00
Removing Barriers	Breakfast club Milk	This allows for parents to drop their children at school and get to work, ensuring the children get a nutritious breakfast. Milk at breaktime.	The impact of these provisions was seen through improved attention and engagement. This contributes to better attainment and achievement.	Breakfast Club: £490.00

The Pupil Premium Strategy will be reviewed in July 2019.

Provision/Activity	How did this support Pupil Premium Children?
1:1 Reading Support	Accelerated progress in reading and increased confidence and a deeper interest in reading.
1:1 Support from TA	Personalised curriculum delivered and differentiated. Support for behaviour and Literacy and Numeracy.
Booster Sessions	Continued progress in literacy and numeracy and increased confidence in ability.
Breakfast Club	Nutritional breakfast provided – children show improved attention.
Educational School Trips	Children have full participation with their peers in the curriculum. Helps pupils engage fully with their learning
Mentoring	Children have opportunities to discuss and share their concerns with an adult, who is not their class TA.
Participation in Extra Curricular Clubs	Equality of access to all clubs and an opportunity to represent the school in the wider community.
Pastoral Guidance	Support and guidance given at breaktime and lunchtime to assist with social communication with peers.
Residential School Trips	Opportunities to participate in team building exercises with peers. Develops confidence and interaction.
Resources to support learning	Access to additional resources to enhance learning opportunities
SaLT Groups	Specialist SaLT intervention provided by trained SaLT TA to address specific needs. Self-esteem and confidence raised.
Small Group TA targeted support in class	Reinforcement of concepts. Support to complete task. Increased confidence.
Social Communication Groups	Specialist intervention provided by trained SaLT TA to address Social and Communication needs. Improved communication with peers and staff.
Social, Emotional and Mental Health Support	Support given as required which led to increased confidence and willingness to learn.
Teacher led Literacy support	Progress evidenced in termly pupil progress meetings. Increased confidence for pupils.
Teacher led Maths support	Progress evidenced in termly pupil progress meetings. Increased confidence for pupils.