

1. Summary information

Academic Year	2017-18	Total PP budget based on January Census 2017	£77,880	Date of most recent PP Review	October 2017
Total no. of pupils	225	Number of Pupil Premium Pupils	61	Date for next internal review of this strategy	July 2018

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A	Children's experiencing emotional/mental health difficulties impacting on their engagement on the classroom.
B	Limited speech and language skills which impacts on learning.
C	Poor learning skills. E.g. organisation, commitment, resilience.
D	Gaps in prior learning.

External barriers (issues which also require action outside school, such as low attendance rates)

E	Consistent attendance and punctuality.
F	Access to resources, such as books, libraries, life experiences (especially cultural).
G	Low aspirations about what can be achieved and how to be successful and limited access to positive role-models.
H	A lack of regular routines including home reading, homework, spellings and having correct equipment in school (eg PE kit).
I	Parental engagement with school and perceptions of education. Priority placed upon learning and achievement.

3. Desired outcomes

	Desired outcomes and how they will be measured	Success Criteria
A	Disadvantaged pupils' attendance to improve.	Disadvantaged pupils' attendance (currently 94.3%) to better national attendance % 96%
B	For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally to learn.	Pupils are ready to learn in class without the need for intervention. Number of interventions to ensure pupils are ready to learn is reduced.
C	Gaps are identified and targeted teaching/interventions teach to gaps.	Formative assessment will show gaps being addressed. Pupils will make (or exceed) expected progress.
D	Pupils read regularly and have access to high quality texts within guided reading and English lessons and opportunities to be involved in speaking and listening.	Pupils achieve (or exceed) expected levels in reading and writing and make (or exceed) expected progress.
E	Pupils are excellent mathematicians.	Pupils achieve (or exceed) expected levels in maths and make (or exceed) expected progress.
F	Pupils are exposed to a wide range of social/cultural and sporting experiences.	Pupils attend events/visit places they would not usually be exposed to.

3. Planned expenditure					
Academic year	2017-18				
A Attendance					
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?
Disadvantaged pupils' attendance to improve.	Attendance is monitored continuously and EWO to support individual families.	- Poor attendance directly impacts a child's learning and progress.	The school's monitoring cycle will continuously evaluate attendance. Attendance Report shared regularly at Governors' Meetings	Deputy Headteacher	Termly
Total budgeted cost					£4,830

B Pupils are ready to learn					
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?
For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally to learn.	SENCo to support teachers in targeting children for Nurture support (ELSA, Sunshine Group & Drawing and Talking).	- To ensure children in school are supported to understand and regulate their own emotions whilst also respecting the feelings of those around them.	Nurture Register to monitor children and targeted support. Comparisons of Boxall Profiles. Increased engagement in learning in lessons. Nurture TAs report to SENCo & Headteacher.	SENCo	Termly
	Nurture Room built and 2 members of staff trained on a 3-day course to target support/individuals and run the provision effectively.	- Studies/research demonstrate nurture provision significantly reduces children's social, emotional and behavioural difficulties. - Research shows that nurture provision allows children to better perform academically; as well as strengthen a child's ability to understand, form and maintain relationships.		Executive Headteacher	Termly
Total budgeted cost					£15,596

C - E Quality of teaching for all

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?
Gaps are identified and targeted teaching /interventions teach to gaps.	<p>Pupil Progress Meetings are run termly. Class Provision Maps are completed by class teachers.</p> <p>Children to be targeted for Precision Teaching, Pre Teach as well as varied interventions.</p> <p>1:1 support for pupils identified as having additional needs.</p>	<ul style="list-style-type: none"> - Pupil Progress meetings are an opportunity to look at every individual, to track their attainment and progress. - Gaps identified in formative assessment allow for precisely targeted teaching to remedy these. 	Progress of pupils will be checked termly.	Head of School	<p>Termly</p> <p>Meet with PPG Governor</p>
Pupils read regularly and have access to high quality texts within guided reading and English lessons and opportunities to be involved in speaking and listening.	<p>New approach to guided reading has been implemented. New books have been bought for all year groups to use. Specifically chosen to engage reluctant readers</p> <p>1:1 reading</p>	<ul style="list-style-type: none"> - A more structured approach to Guided Reading with carefully selected new books to engage children in reading. - Reading in a small group with specific learning intentions allows children to be taught in a way that is more focused on their specific needs, thereby accelerating their progress. - Reading 1:1 allows for direct support, focused conversations to be given to ensure progress is made. 		Literacy Coordinator	<p>Termly</p> <p>Meet with PPG Governor</p>
	Bark and Read	<ul style="list-style-type: none"> - Reading to dogs has been proven to help children develop literacy skills and build confidence, through both the calming effect the dogs' presence has on children and the fact that the dog will listen to the children read without being judgmental. This comforting environment helps to nurture children's enthusiasm for reading and provides them with the confidence needed to read aloud. 		SENCo	<p>Termly</p> <p>Meet with PPG Governor</p>

Pupils are excellent mathematicians.	<p>Maths Coordinator to attend 1-day Training on Mastery in Maths.</p> <p>Maths Coordinator along with a member of SLT/class teacher have been invited to attend <i>Croydon Mathematics Teaching for Mastery (CMTM) project</i>.</p>	<ul style="list-style-type: none"> - From analysis of data, clear action points are decided upon to improve the outcomes for children. - CPD in place to develop Maths' Coordinators subject knowledge in the subject specifically with a focus on Mastery to accelerate progress and extend the more able. - Maths Coordinator will run staff training to ensure consistency across the school. 	<p>Curriculum Report to Governors</p> <p>Maths Co-ordinator to report to Head of School</p> <p>Analysis of data</p>	<p>Maths Coordinator</p> <p>Head of School</p>	<p>Termly</p> <p>Meet with PPG Governor</p>
Total budgeted cost					£23,000

F 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?
Pupils are exposed to a wide range of social/cultural and sporting experiences.	<p>To subsidise school trips.</p> <p>Pupils will be offered/invited to attend social/cultural and sporting experiences.</p> <p>Coordinators to run clubs, organise trips or enter competitions.</p> <p>Selsdon Education Partnership (SEP) runs a range of curriculum enrichment afternoons</p>	<p>Pupils' horizons will be broadened and they will learn more about culture, history and geography.</p> <p>To raise children's personal aspirations.</p>	<p>Reviewing programme of trips and attendance.</p> <p>Subject Coordinator reports</p> <p>Register of children attending events is kept</p> <p>Plan enrichment afternoons alongside Head teachers of the SEP / Pupil Voice</p>	<p>Head of School</p> <p>Deputy Head teacher</p> <p>Subject Coordinators</p> <p>Head of School</p>	Annually
Total budgeted cost					£2,500
Total Cost					£45,946

Academic Review

In 2014, a new and more challenging curriculum was introduced nationally. In 2015/16, new tests and interim frameworks for teacher assessment assessed this curriculum. Results are no longer reported as levels. The new curriculum and assessments are not comparable with previous years.

2. Attainment EYFS	2015-16				2016-17 Published data not available			
	Courtwood	National	Courtwood Pupil Premium	National Pupil Premium	Courtwood	National	Courtwood Pupil Premium	National Pupil Premium
% achieving Good Level of Development (GLD)	69%	69%	71%	72%				
% making expected+ progress in reading	94%	77%	86%	80%				
% making expected+ progress in writing	78%	73%	71%	75%				
% making expected+ progress in maths	84%	77%	100%	80%				

2. Attainment KS1	2015-16								2016-17							
	% at expected standard				% at greater depth				% at expected standard				% at greater depth			
Subject Area	Courtwood	National	Courtwood Pupil Premium	National Pupil Premium	Courtwood	National	Courtwood Pupil Premium	National Pupil Premium	Courtwood	National	Courtwood Pupil Premium	National Pupil Premium	Courtwood	National	Courtwood Pupil Premium	National Pupil Premium
Reading	77%	74%	60%	78%	26%	24%	0%	27%	80%	76%	75%	79%	27%	25%	28%	38%
Writing	81%	65%	60%	70%	23%	13%	0%	15%	77%	68%	75%	72%	20%	16%	18%	25%
Maths	73%	73%	60%	77%	19%	18%	0%	20%	80%	75%	75%	79%	30%	21%	23%	25%

2. Attainment KS2	2015-16								2016-17							
	% at expected standard				% at greater depth				% at expected standard				% at greater depth			
Subject Area	Courtwood	National	Courtwood Pupil Premium	National Pupil Premium	Courtwood	National	Courtwood Pupil Premium	National Pupil Premium	Courtwood	National	Courtwood Pupil Premium	National Pupil Premium	Courtwood	National	Courtwood Pupil Premium	National Pupil Premium
SPAG	90%	72%	50%	78%	41%	22%	0%	27%	66%	77%	55%	82%	9%	31%	0%	36%
Reading	76%	66%	50%	72%	24%	19%	0%	23%	66%	71%	55%	77%	13%	25%	9%	29%
Writing	76%	74%	50%	79%	15%	14%	0%	18%	66%	76%	55%	81%	3%	18%	0%	21%
Maths	79%	70%	50%	76%	24%	17%	0%	20%	59%	75%	45%	80%	3%	23%	0%	27%
R/W/M Combined	62%	54%	50%	60%	10%	5%	0%	7%	53%	61%	36%	67%	0%	9%	0%	11%

Progress Benchmarks from end of KS1 to end of KS2 2016/17						
	2015/16			2016/17		
	Courtwood	National Floor	Pupil Premium	Courtwood	National	Pupil Premium
Reading	0.9	-5	-2.72	-0.41	-2.76 to +1.94	-0.65
Writing	-0.7	-7	-2.42	-0.62	-2.86 to +1.62	-0.55
Maths	-0.5	-5	-4.47	1.97	-4.09 to +0.15	-3.42

Impact of Expenditure 2016/17

Objective	Provision	Cost	Impact
Accelerating rates of progress in Literacy/ Numeracy through Pre-Teach. Allowing for a more personalised programme of support.	<ul style="list-style-type: none"> Teacher led pupil support/small group intervention to target attainment/progress 	£6000	See data outcomes
1:1 support for pupils identified as having additional needs.	<ul style="list-style-type: none"> 2 full time additional TAs in EYFS 40% of 2 additional teaching assistants' salaries. 	£15,000	See data outcomes
To provide emotional support for targeted children.	<ul style="list-style-type: none"> Sunshine Group 	£8100	Boxall Assessment <ul style="list-style-type: none"> 75% of children made measurable Developmental Progress 82% of children made measurable Diagnostic Progress 84% of children involved in a nurture programme have made measurable Social, Emotional and Mental Health progress
Provide children with emotionally and provide opportunities for children to talk	<ul style="list-style-type: none"> Drawing & Talking Therapy 	£3,500	
To develop social and emotional resilience	<ul style="list-style-type: none"> Emotional Literacy Support Assistant (ELSA) 	£2800	
To increase concentration.	<ul style="list-style-type: none"> Attention & Listening Support Partners in Talk 	£2800	<ul style="list-style-type: none"> Positive feedback reported from class teachers to SENCo. This approach was successful and this approach will be modified and used in the future.
To improve levels of progress in reading for identified pupils.	<ul style="list-style-type: none"> Lexia (Reading) support 	£2500	See data outcomes
To develop phonic knowledge and spelling patterns	<ul style="list-style-type: none"> Spelling/Phonics Support 	£1,500	See data outcomes in Writing
To ensure children and their families/carers receive the intervention required to make progress.	<ul style="list-style-type: none"> Admin time to liaise with outside agencies, meet with parents/carers, monitor teaching/learning and PPG children's progress. 	£13,875	See data outcomes <ul style="list-style-type: none"> Personalised approach to target support to the needs of the children. This approach was successful and this approach will be modified and used in the future.
1:1 support for children identified as having additional needs.	<ul style="list-style-type: none"> 1:1 Support at lunchtime 	£2,500	<ul style="list-style-type: none"> Reduced number of playtime incidents.
Specialist support for school and home.	<ul style="list-style-type: none"> Outreach support for school and home. 	£900	<ul style="list-style-type: none"> A Special Needs Consultant delivered a programme of lessons to support the children in The Treehouse. This approach was successful and will be tailored to the needs of the children in the future.
Subsidise/ fund PPG children to attend school visits	<ul style="list-style-type: none"> School Trips 	£500	<ul style="list-style-type: none"> Opportunities to access enrichment experiences will be extended.
Ensuring all children are able to participate in school visits including the residential trips.	<ul style="list-style-type: none"> Residential Trip Sayers Croft 	£154	
Provide children with the opportunity to drink milk.	<ul style="list-style-type: none"> Milk for Free School Meal Pupils 	£600	<ul style="list-style-type: none"> Regularly monitored and parents informed when the milk is not drunk and asked if they would like their child to continue receiving it or not.
Total cost		£55,329	