

Pupil premium strategy statement for The Colleton Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	285
Proportion (%) of pupil premium eligible pupils	10.2
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Michelle Law Headteacher
Pupil premium lead	Vanessa Neale
Governor / Trustee lead	Phillipa Irving

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,540.00
Recovery premium funding allocation this academic year	£1667.50
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0

<p>Total budget for this academic year</p> <p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	<p>£36207.50</p>
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Part A: Pupil premium strategy plan

Statement of intent

At The Colleton Primary School our intention is to look at every child as an individual in line with our core values. We consider the barriers that each of our children who receive the Pupil Premium grant may face and aim to reduce these so that progress and attainment for them is in line with non Pupil Premium children across all areas of the curriculum. We have high aspirations for all our children so this includes ensuring progress for those who are already attaining well. We also consider any enhancements and enrichment opportunities that would support the educational experience for disadvantaged children and help them to achieve their aspirations and achievements.

Through our key principles, we aim to:

- increase self-esteem and confidence
- support well-being
- diminish the difference in attainment
- ensure access to wraparound care
- encourage attendance at extra-curricular clubs
- provide enriching learning experiences in and out of school, including going on school trips and residentials
- review the impact of any support at least termly

We aim to achieve this through:

- quality first teaching for all children with a focus on areas in which disadvantaged children may require more support
- ensuring our curriculum enables access and progress across all areas of learning and this will be maintained and improved alongside their peers
- working closely with families to support with individual needs and challenges faced at home as well as in school
- having a nurturing approach to support children and continue to build relationships

- by monitoring support, interventions and enrichment for each eligible child on their individualised tracker and reviewing this termly to identify next steps to ensure attainment is raised

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
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1	Understanding and removing the barriers to support good attendance and punctuality
2	Accelerating progress of early reading, including phonics, writing and maths
3	Children confidently recalling what they have learnt to demonstrate knowledge and progress

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To develop confident and competent learners who can articulate their learning.	<ul style="list-style-type: none"> • Teachers will deliver quality first teaching, ensuring that disadvantaged children are supported well through discussions, feedback and scaffolding • Children will demonstrate good subject knowledge through discussion with an adult • Children will be able to explain links between topics, subject areas and previous learning • Children will make at least expected progress with their learning • Children will have good attendance and punctuality to access all teaching and learning opportunities regularly • Families will be encouraged to attend parents' evenings, information sessions, stay and read sessions, drop ins and other educational events during the year to further develop a better understanding of ways to support their children at home. • Children will be supported to allow smaller teaching groups through teams to allow greater adult to child ratios.

<p>To ensure all children have opportunities for wider personal development</p>	<ul style="list-style-type: none"> • An increased number of children will attend extra-curricular clubs • Children will be offered opportunities to take part in events to represent the school though sport and music and other community based activities that may occur during the year • Children will be able to attend all school trips and residential they are offered • Children will have access to a range of in school experiences • Children will be proud and confident to share their achievements • Children will have the equipment and resources they need for school • Children will be given opportunities to have roles of responsibility and mentorship in school e.g. school councillors or sports leaders
<p>To ensure that all children have access to the appropriate strategies and resources to make progress in all areas of their learning</p>	<ul style="list-style-type: none"> • On-going staff training to across all areas of the curriculum • Children will make at least expected progress with reading, writing and maths • Children who are not making the expected progress will take part in small group interventions and will have opportunities for regular reading in school to further support access to learning. • All disadvantaged children will be reviewed during pupil progress meetings to ensure careful monitoring of progress and gaps in their knowledge is quickly identified • Families will be offered an additional parents eve meeting with the Pupil Premium lead to discuss ways to further support their child/ren both in school and at home.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £17,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p>	<p>Evidence suggests that it is essential that all children, but especially those who are disadvantaged, receive high quality teaching:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes</p> <p>At The Colleton</p> <ul style="list-style-type: none"> • we ensure every teacher is supported in delivering high quality teaching across all areas of the curriculum • we ensure the high-quality teaching also includes meaningful feedback to allow good discussions about the learning with the children and for this to enable them to make progress • our curriculum leaders develop their subjects and ensure there is purposeful use of assessment across all areas • we use a validated phonics programme for an effective systematic approach to the teaching of phonics both as a whole class and also through small group interventions. Reading books are matched to the stage and ability of every reader. 	<p>2 3</p>

	<ul style="list-style-type: none"> children will be taught in smaller groups where possible with a teacher (Middle Team) 	
Professional development on evidence-based approaches, for example feedback, reading comprehension, phonics or mastery learning	<ul style="list-style-type: none"> Evidence shows that for professional development to be effective it should include opportunities that include <ul style="list-style-type: none"> teachers building knowledge, being motivated, developing techniques and embedding practice. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches <p>At The Colleton</p>	2 3

	<ul style="list-style-type: none"> • we continue personal development for all staff by taking part in training and observing good practice (e.g. Talk for Writing, phonics) to develop knowledge and pedagogy across the curriculum • we have on-going training and development of staff to develop mastery learning (e.g. Maths hub continuing mastery) and through the School Learning Alliance subject reviews • we regularly review our teaching and learning policy to ensure best practice is consistent across school 	
Technology and other resources focussed on supporting high quality teaching and learning	<p>Evidence suggests that the use of technology can improve the quality of explanations and modelling by the teacher. It can offer ways to improve the impact of pupil practice. If used well, technology can help to improve assessment, feedback and analysis of data to inform next steps for teaching and learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p> <p>At The Colleton</p> <ul style="list-style-type: none"> • teachers use technology to track data to monitor progress and attainment of all children • we ensure that a lack of access to technology is not a barrier to learning for disadvantaged children both in school and at home • Assistive technology such as laptops and tablets are used to support any barriers to accessing learning • Access to apps and websites to support learning e.g. spelling and reading 	2 3
Mentoring and coaching	<p>Evidence shows that on-going support for teachers' professional development can be developed through using mentoring or coaching.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>At The Colleton</p> <ul style="list-style-type: none"> • teachers use a mentoring or coaching approach both within the school and between other local schools to develop the curriculum and their pedagogy 	1 2 3

	<ul style="list-style-type: none"> peer coaching is used across teaching teams to develop pedagogy subject leaders ensure that all staff receive the appropriate professional development to deliver high quality teaching 	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £11,507

Activity	Evidence that supports this approach	Challenge number(s) addressed
Activity and resources to meet the specific needs of disadvantaged pupils with SEND	<p>Evidence shows that high quality teaching should reduce the need for extra support. However, some children may require small group or one-to-one interventions that provide the opportunity to apply strategies with a more intense focus on a smaller number of targets. These interventions should of high quality and carefully structured.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>At The Colleton</p> <ul style="list-style-type: none"> there is on-going training for teaching assistants and teachers to deliver interventions resources are purchased to support the delivery of small group or one-to-one interventions we strive to remove barriers to learning and participation for all children we provide learning opportunities that are appropriate to the children we foster the importance of developing positive relationships and have a high consideration for the wellbeing of all children 	1 2 3
Interventions to support language and vocabulary development,	Evidence suggests that small group tuition that is carefully linked to classroom teaching and matched to specific needs, is effective and can lead to accelerated progress over the course of a year, especially if planned and led by a teacher. There is extensive evidence to show that the use of a structured phonics programme is an important	2 3

<p>literacy and numeracy</p>	<p>component in the development of early reading skills, especially for children from disadvantaged backgrounds</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>At The Colleton</p> <ul style="list-style-type: none"> • we follow a validated phonics scheme and further support children by supplementing this this teaching through delivering Code Breakers in small groups • teachers and teaching assistants are trained to support the skills needed for the development of early reading, writing and maths • teachers and teaching assistants are encouraged to take part in training offered by the speech and language therapists • teachers carefully monitor the impact of interventions and the progress made • small groups of between 2-5 children may work on a targeted intervention 	
<p>Teaching assistant deployment and interventions</p>	<p>Evidence shows that trained Teaching Assistants can have a valuable impact through delivering high-quality, structured one-to-one and small group interventions when the class teacher is unable to do so. The aim should be to complement the overall teaching and learning objectives and minimise the time pupils spend away from the classroom.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>At The Colleton</p> <ul style="list-style-type: none"> • teaching assistants work alongside children in their learning areas • some children may be taken for small group or one-to-one interventions to support learning • there is on-going training for teaching assistants and teachers to deliver interventions • resources are purchased to support the delivery of small group or one-to-one interventions • leaders oversee the planning and delivery of these interventions and track the progress of the children within these groups 	<p>2 3</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7600.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting attendance	<p>Regular attendance is linked to improved academic attainment. There is also some evidence that indicates that pupil attendance can be supported by developing parental communication approaches and having targeted parental engagement interventions.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/Attendance-and-Persistent-Absence-ESC-Submission.pdf?v=1701596961</p> <p>At The Colleton</p> <ul style="list-style-type: none"> • we take a pragmatic family orientated approach and build relationships with families to break down barriers • we monitor attendance and punctuality for all children • we quickly address falling attendance and work closely with families to understand individual barriers and find ways to support this • we work with outside agencies to support children and their families as necessary to support good attendance and punctuality 	1
Extracurricular activities, including sports, outdoor activities, arts, culture and trips	<p>Evidence indicates that extracurricular activities are an important part of education and these activities may also increase engagement in learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>At The Colleton</p> <ul style="list-style-type: none"> • children are offered regular opportunities to take part in an extracurricular club with the subscriptions subsidised for this 	1 3

	<ul style="list-style-type: none"> • children attend trips and residential with the year group • our curriculum choices reflect the possible lower levels of cultural capital some disadvantaged children may experience • we ensure children can be included and take part in events run by our Parent Teacher Association • children select a book from the annual visiting book fair 	
<p>Communicating with and supporting families</p>	<p>Evidence shows that well-designed school communications with parents can be effective to improve children's attainment as well as things such as attendance. It also is important to raise interest and engagement in more structured activities at school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>At The Colleton</p> <ul style="list-style-type: none"> • teachers are clearly visible and available to talk to families • additional parents evening appointments are available to discuss additional support needed and promote what is available to families with the pupil premium lead • we have regular communication to families both as a whole school and individually as needed • direct invitations are sent to events to promote and celebrate learning such as drop in sessions and parent information evenings • we promote specific ways to support at home e.g. summer reading challenge, purchasing age-appropriate workshops to practise and overlearn concepts at home 	<p>1 2 3</p>

Total budgeted cost (2022-23): £32,880:00

Part B: Review of the previous academic year 2022-23

Outcomes for disadvantaged pupils

1) To develop confident and competent learners who can articulate their learning.

Staff have a good relationship with the children. They are aware of the disadvantaged children they work with and follow The Colleton School Pupil Premium Charter as they support the children. Learners are supported during inputs and discussions, they are given scaffolding for activities and receive timely feedback on their learning. Opportunities are included to talk to a range of adults about what they have learnt and demonstrate the skills they have acquired during learning walks. Disadvantaged children were included during pupil voice discussions with subject leaders through the year and were able to talk about their learning, demonstrate knowledge they had acquired as well as talk about what they had enjoyed.

Most disadvantaged children in Years 1-6 made at least expected progress between July 2022 and July 2023. All disadvantaged children in Foundation Stage made at least expected progress between entry in September 2022 and July 2023. Children were also provided with challenge opportunities that has enabled many children to make accelerated progress within reading, writing and maths.

Progress for disadvantaged children in Years 1-6

Subject	Expected progress	Accelerated progress	Expected progress	Accelerated progress
	July 21 - July 22	July 21 - July 22	July 22 - July 23	July 22 - July 23
Reading	56%	25%	41%	56%
Writing	25%	31%	63%	30%
Maths	63%	25%	55%	37%

Progress for disadvantaged children in FS from entry in September 2022 to July 2023

Subject	Expected progress	Accelerated progress
	September 22-July 23	September 22-July 23
Reading		100%
Writing	100%	
Maths	67%	33%

Attendance for disadvantaged children for the academic year 2022-2023 was 92.9% in comparison to 96.8% for non-disadvantaged children. This continues to be an area of challenge and school continues to work with families to understand and overcome the barriers to attendance and punctuality.

2) To ensure children have opportunities for wider personal development

Children in receipt of pupil premium funding were again offered subscriptions to one extra-curricular club per term. 50% of disadvantaged children took up this opportunity during the year which was a small increase from the previous academic year. 15% of children receiving the PP funding represented the school at an event with other local schools. All children went on school trips and all children in Years 4 and 6 in receipt of the pupil premium grant took part in the residential trips. 26% of disadvantaged children also accessed Wrap Around care on a regular basis between September 22 and July 23.

During the last academic year 100% of our disadvantaged families attended at least one of the additional meetings that was offered with the Pupil Premium lead during parents' evenings where discussions were had to identify barriers such as needing particular equipment or resources to support learning. The link with the local food bank has been maintained and continued to support approximately 60% of disadvantaged families at times during the last academic year.

Additional support was offered for activities and events organised by the Colleton Parent Teacher Association to ensure that all children that wanted to take part in paid events such as discos or film nights were able to do so.

Families were also supported in the purchase of items such as the Year 6 leavers hoodies and school photos.

3) To ensure that all children have access to the appropriate strategies and resources to make progress with early reading skills

All children in Foundation Stage and Key Stage 1 learnt phonics through a validated phonics scheme with reading books matched to the level of phonics being taught. Some children were identified as needing additional support to acquire the phonic knowledge and received small group and additional phonic support. 50% of

disadvantaged children met the expected standard in the Year 1 phonics screening test. By the end of Year 2, all children had achieved this standard.

All disadvantaged children in Foundation Stage made accelerated progress in their reading through the year. In Years 1-6, 97% of disadvantaged children made at least expected progress with reading, with 56% of those children making accelerated progress. During the year, 81% of disadvantaged children were in a support group for phonics or reading to either provide them with challenge or to help overlearn identified gaps. All children continued to be heard read regularly in school either 1:1, as part of a group reading session or within a whole registration group reading session. 65% of children in receipt of pupil premium funding also read with a therapy dog for a block of at least 6 weeks during the year.

To further encourage a love of books, all disadvantaged children were able to select a book from the travelling book fair and also received a signed book from the author Paul Geraghty.