Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Colville Primary School
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	24
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Governing Body
Pupil premium lead	Daniel Watkins
Governor / Trustee lead	TBA

Funding overview

Detail	Amount 2023/24
Pupil premium funding allocation this academic year	£72,750
Recovery premium funding allocation this academic year	£10,205
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£82,955

Part A: Pupil premium strategy plan

Statement of intent

Colville School believes that all pupils, irrespective of their background or the challenges they face, should make good progress and achieve high attainment across all subject areas, whilst also experiencing a wide range of opportunities, both within and alongside the curriculum.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, coupled with a keen desire to engage with families and children, to support a joint approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

We will ensure that children have access to clear targeted support, both within the classroom and in addition to the school day, providing individualised support and challenge in their core learning.

We will adopt a whole school approach, in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve, ensuring progress and attainment is closely monitored and that timely and effective interventions are made.

Challenges

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

Challenge number	Detail of challenge
1	From observations and discussions, disadvantaged children are less likely to receive a wide and varied range of days out, holidays and visits restricting their life experiences, aspirations for the future and happiness.

2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Our assessments and observations indicate that the education and well-being of many of our disadvantaged and SEN pupils have been impacted by partial school closures to a greater extent than for other pupils, especially in regard to social and language development. These findings are supported by national studies.
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading fluency.

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
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that more than 65% of disadvantaged pupils met the expected standard.
Improved phonics attainment among disadvantaged pupils.	Phonics assessment data in 2023/24 shows 65% of disadvantaged children achieve a pass.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/24 show that more than 65% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Quality first teaching has improved through access to high quality, targeted CPD	Observations and discussions show greater confidence amongst teachers to deliver high quality lessons across all curriculum areas.

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: £18,099

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide high quality CPD opportunities for all staff through purchase of nationally and locally recognised training programmes	Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf Page 5	All
Leadership time to ensure effective implementation of activities and provide good feedback to staff around effectiveness	School leaders must continually monitor the progress of the pupil premium strategy, adapting their approach when and where appropriate. As new initiatives are implemented it is important to provide support for staff so that they can take ownership of them and deliver them successfully. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf Page 14	All

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £51,756

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	2

Small group and individual support for pupil progress in reading comprehension and maths subjects outside of normal school day.	The cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Reading comprehension strategies are high impact on average. Alongside phonics it is a crucial component of early reading instruction. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2, 4
Increase variety and range of reading materials to complement reading comprehension work	Reading comprehension strategies are high impact on average https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehen-sion-strategies	2, 4
Increase range, variety and amount of SEN resources available.	Based on current performance, children with significant SEN require greater levels of support, especially with resources. To ensure all children have access to these resources more will be deployed.	3
Engaging with the School led Tutoring Pro-gramme to provide tuition for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pu-pils or those falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2, 4

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

Budgeted cost: £13,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide nuture groups	Social and emotional learning approaches have a positive impact. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
To provide wide range of outings/ experiences	Based on our experiences and those of similar schools to ours, we have identified a need to provide children with experiences to base their learning on and to provide them with similar opportunities to their peers which may otherwise be unavailable due to cost. There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	1, 3
Provide parents with a small fund to enable purchase of uniform and other school items.	Based on our experiences and those of similar schools to ours, we have identified a need to provide parents access to funds to ensure children have uniform/PE kits etc similar to other children to promote sense of belonging and well-being.	1, 3

Total budgeted cost: £75,938

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Review 2023/24

Challenge 1:

All Pupil Premium children attended residential trip, providing opportunities to develop self-help, resilience and social skills within a safe and comfortable environment. This provided challenge and tested confidence, whilst also broadening horizons and expanding knowledge of the wider world, giving wider range of possible future hobbies or careers.

Pupil Premium children across the school enabled to attend trips and visits, take part in extra-curricular activities that otherwise would not have been available.

Providing greater awareness of opportunities outside of school, raising aspirations through work with ARM, Hill construction and The Perse Independent School.

Challenge 2:

Number of additional groups have been provided to support children with phonics, both in curriculum time and outside of the school day. Resources have been updated and additional training provided to support progress in phonics.

Year 1: 67% of PPG children assessed achieved the pass mark on phonics assessment

Year 2: 83% PPG of children assessed achieved the pass mark in phonics assessment in either Year 1 or Year 2, 50% of PPG children completing the check in Year 2 passed.

Challenge 3:

Opportunity to attend additional trips and visits has allowed children to develop social skills lost during pandemic, thus ensuring they are happy and confident in school and keen to attend. Teaching Assistants have supported groups to promote good language development and social skills, with children supported to express their feelings and needs appropriately.

Challenge 4:

Increased use of technology through pandemic has provided children with greater skills in this area. School is capitalising on this through increased use of online learning platforms, enabling children to continue their learning at home more easily and effectively. Space and devices are provided for children, and targeted at Pupil Premium children, outside of the school day and during break and lunchtimes, to enable them to complete homework, extend learning and follow own interests. Thus more children are completing homework and reading practice than previously.

We have continued to target Pupil Premium children for Early Morning Groups and tuition, with significant majority making better than expect progress in the areas that have been targeted.

When considering whole school data, the gap between disadvantaged and non-disadvantaged has decreased in maths and writing, with both subjects showing an increased number of disadvantaged children achieving the age related expectations for their year group.