

Pupil premium strategy statement – Colwall CofE Primary School – 2022/2023

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	172
Proportion (%) of pupil premium eligible pupils	14.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021/22 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Anthony Dixon-Gough/ Gina Harrison
Pupil premium lead	Caroline Ainsworth/ Laura Dyer
Governor / Trustee lead	Alan Bridge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,675
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£3625
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£40,300

Part A: Pupil premium strategy plan

Statement of intent

‘Loving, learning and living life in all it’s fullness’

At Colwall C of E Primary School it is our intention to ensure that all pupils, irrespective of their background or the challenges they face, make good progress from their starting points. Social or financial disadvantage will never be a barrier to accessing high-quality education. We endeavour to understand every child’s strengths and needs, making the best use of time and resources to move learning forwards.

We are committed to being an evidence informed school. This means that we use research to make decisions about what and how we develop teaching and learning in our school. Our curriculum ensures that we take account of the whole child and aim to prepare our pupils to become confident and capable citizens.

High-quality teaching and strong pastoral support is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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.

2021-22 – Our key focus is to reaffirm the school culture and ethos post pandemic, reengaging pupils with in-school, high quality teaching, social and emotional support in order to close the post Covid attainment gap and rebuild community trust.

2022-23 – Using quality assessment data from summer 2022 to identify key subject areas and key groups of children that require ‘catch up’ intervention to attain year group learning expectations.

2023-24 – Drilling down into the data to identify and work with key children, families and cohorts in order to achieve maximum, wider impact.

Our principles and approach will be as follows:

- High quality teaching and support
- We ensure that teaching and learning opportunities meet the needs of all the pupils
- Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and acting swiftly
 - We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Challenges

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

Challenge number	Detail of challenge
1	<p>Oral language skills and grammar:</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils. Long term these gaps impact on pupils' general comprehension, ability to write grammatically correct sentences and mathematical reasoning skills.</p>
2	<p>Reading at an age appropriate level:</p> <p>End of Key Stage assessments show disadvantaged pupils generally have greater difficulties with reading than their peers. We know that early reading success is crucial for future success overall.</p>
3	<p>Gaps in mathematical understanding:</p> <p>End of Key Stage and National Foundation for Educational Research (NFER) termly assessments show that many of our disadvantaged pupils have gaps in their mathematical understanding and have greater difficulties with speedy number fact recall and mathematical reasoning.</p>
4	<p>Social & emotional needs:</p> <p>Many of our pupils have complex social and emotional needs, including mental health. These challenges particularly affect disadvantaged pupils, and can adversely impact on their attainment.</p>
5	<p>Attendance:</p> <p>Our attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Furthermore, some disadvantaged pupils are persistently late. Our assessments and observations indicate that absenteeism is negatively impacting some disadvantaged pupils' progress.</p>

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
<p>Narrow the attainment gap between disadvantaged and non-disadvantaged children:</p>	<p>Narrow the attainment gap at all statutory assessment points.</p>
<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have ‘fallen behind’ make accelerated progress and ‘catch up’ or exceed prior attainment standards:</p>	<ul style="list-style-type: none"> • End of summer 2022 and 2023 data will show that 95 – 100% of disadvantaged children have made expected progress (3 points) from the previous summer. <p>End of summer data will also show that 10 – 20% of disadvantaged children will have made accelerated progress (more than 3 points).</p>
<p>Improve the attainment scores of disadvantaged pupils in:</p> <ul style="list-style-type: none"> • Early Years Foundation Stage (EYFS) – Word reading • EYFS – Writing • EYFS – Number • EYFS – Numerical pattern • The Phonics Screening Check Yr 1 (PSC) • Key Stage 1- Reading, writing, maths and the combined measure. • The Multiplication times table check Yr4 (MTC) • Key Stage 2 - Reading, writing, maths and the combined measure. 	<ul style="list-style-type: none"> • Increase the number of pupils achieving a Good Level of Development (GLD*) at the end of EYFS by 5%. <i>*GLD - children must achieve Expected in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and in the specific areas of mathematics and literacy.</i> <p>Improve the percentage of pupils achieving their Year Group expected attainment standard in core subjects (English and Maths) to above 65%</p>
<p>To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations <p>a significant increase in participation in enrichment activities (clubs, trips, residentials, music lessons, PE tournaments etc), for disadvantaged pupils.</p>

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Sustained high attendance demonstrated by: • Reduce the attendance gap between Pupil Premium and non-Pupil Premium pupils by raising Pupil Premium attendance to within 1.5% of whole school attendance. • To reduce late attendance for Pupil Premium pupils to be at least in line with non-Pupil Premium pupils. <p>To find creative solutions to support specific Pupil Premium families that have a recognised barrier resulting in frequent late arrival and a high proportion of non-attendance, e.g. transport issues. Where necessary call on the services of other Local Authority professionals.</p>
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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: £ 6500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Rigorous implementation of the Ambition Institute ECT (Early Career Teacher) programme across the school.</p>	<p>The school is passionately committed to driving improvement by focusing on exceptional teaching in every lesson and from every teacher.</p> <p>With 40% of teaching staff starting their teaching career at Colwall in September 2021, and 14% having completed their NQT period during COVID (reduced access to mentor support and classroom teaching experience during COVID), over half the teaching staff require ECT (early career teacher) training. Therefore, all teaching staff are involved, either as Ambition Institute trainees or mentors, in the ECT evidence-based curriculum training programme for new teachers and mentors. This programme focusses specifically on how teachers learn as well as what they learn. Peer support is recognised as providing 'High impact for very low cost'.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring.</p>	<p>1, 2, 3, 4, 5</p>
<p>Purchase of assessments. Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Assessments can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>https://www.dcu.ie/news/news/2019/05/dcuinto-study-looks-at-the-use-of-standardised-tests-in-primary-schools</p>	<p>1, 2, 3</p>
<p>Implementation of whole class reading lessons in KS2 and further development of reading across the whole school.</p>	<p>Research shows that addressing a number of reading areas can make huge gains- phonics, fluency and reading comprehension.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 2</p>

<p>Additional TA support to provide targeted small group tuition.</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1, 2, 3, 4, 5</p>
<p>Maths Mastery training (teachers)</p>	<p>Some PP pupils require extra support with retention of maths facts, understanding concepts and applying their knowledge to reasoning questions.</p> <p>Research suggests the maths mastery approach can add up to an additional 5 months progress per term.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>3</p>
<p>Attachment Training and Behaviour Support (Teachers and Teaching Assistants)</p>	<p>Increased numbers of children presenting with Attachment / Autistic Spectrum Disorder traits, impacting on their own and peers learning.</p> <p>Research shows that increased awareness among teaching and non-teaching staff of attachment and trauma issues can positively influence the school environment, enhance wellbeing and ultimately improve learning and educational outcomes for vulnerable young people.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1, 2, 3, 4, 5</p>
<p>Purchase of schemes and support to assist teachers in planning lessons which meet the needs of all learners, especially those in receipt of PP who may be falling behind.</p>	<p>Quality first teaching is one of the most effective methods of increasing pupil achievement and progress.</p> <p>Primary EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3</p>

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

Budgeted cost: £ 24200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of structured intervention programme. Following pupil progress meetings, pupils are identified and a structured programme is put into place.</p>	<p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>This approach will be used to provide targeted Maths, Phonics and Writing booster groups or one-to-one support, as required.</p>	<p>1, 2, 3, 4, 5</p>
<p>Embedding dialogic activities across the school curriculum to support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high quality classroom discussion, are inexpensive to implement with high impacts on reading.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4, 5</p>
<p>Continued professional development for the newly trained Forest school lead.</p>	<p>The Forest Research association conducted research answering the question, 'Do Forest Schools increase young people's self-confidence and self-esteem?' The evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> • Confidence: children had the freedom, time and space to learn and demonstrate independence • Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play Communication: language development was prompted by the children's sensory experiences • Motivation: the woodland tended to fascinate the children, and they developed 	<p>4,5</p>

	<p>a keenness to participate and the ability to concentrate over more extended periods</p> <ul style="list-style-type: none"> • Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills • Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment. 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 9600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing the staffing hours for the Thrive specialists to support pupils identified as being in need of specific social skills development.	<p>Research shows that Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance.</p> <p>https://www.thriveapproach.com/about-thrive/impact-of-thrive/</p>	4, 5
Increase ELSA (Emotional Literacy Support Assistant) staffing hours.	<p>Research shows that social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4, 5
Organise an Empowerment Group for vulnerable boys in upper KS2	<p>Recruit the services of a counsellor to run a course for vulnerable children to help prepare them for transition to Highschool.</p> <p>"some vulnerable groups of children and their families ...includes pupils from socioeconomically disadvantaged families ... are more likely to find transitions challenging and are less likely than their peers to settle in well"</p> <p>improving-school-transitions-for-health-equity.pdf (instituteofhealthequity.org)</p>	4, 5

Develop a nurture and wellbeing room.	Research states that social and emotional learning approaches have a positive impact, on average, of 4 months' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 3, 4, 5
Strategies to promote good attendance implemented.	There is a clear monitoring procedure and staff are proactive in contacting families. A variety of support strategies are already used, including breakfast club places in specific circumstances. Research shows there is a direct correlation between attendance and success in school. https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances	1, 2, 3, 4, 5
Support the links between home and school.	Use alternate communication strategies to develop relationships with some families, e.g. key school contact communicating with parents via What's App. Research shows both targeted interventions and universal approaches have positive overall effects of 4 months +. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	4, 5
Wide programme of extra-curricular group activities and one-to one lessons made accessible to Pupil Premium children.	These activities range from dance and art to fencing and computer coding etc. Children who struggle academically are much more resilient and able to persevere through academic struggles when they are successful or satisfied through an interest or non-academic personal challenge. One to one are also arranged where children have a particular interest e.g piano, singing. https://www.kapowprimary.com/blog/a-practical-guide-to-ofsted-and-cultural-capital-for-primary-schools/	1, 2, 3, 4, 5
Developing cultural capital through attending trips and residential opportunities.	PP and pupils from disadvantaged families should not miss out on extra-curricular activities due to a lack of funds. They should benefit from sporting and cultural capital events to at least the same extent as their peers.	1, 2, 3, 4, 5

Total budgeted cost: £ 40,300

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes

- Despite targeted intervention, only one in three of our PP children in Year 1 passed the Phonics assessment.
- 100% of our Reception PP children received a Good Level of Development (GLD) in the Early Years Foundation Stage.
- ELSA specialist support across school meant 52% of our PP children received mental health support. The success of in-school wellbeing support resulted in a reduction in external referrals to professionals.
- Staff have been able to put into practice their dyslexia, attachment, mental health and Maths mastery training to help improve PP pupil's wellbeing and learning outcomes.
- Thrive practitioner training was renewed and sessions were planned for our PP children.
- A 60% increase in Forest School activities helped PP children and other vulnerable groups with problem solving and socializing skills, readying them for more effective group work in the classroom.
- Term on term, more PP pupils attended a range of clubs and all PP pupils were supported to attend trips and Residential.
- Three of our PP children took up funded music lessons.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A