

# Colwall C of E Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Colwall C of E Primary
Number of pupils in school	174
Proportion (%) of pupil premium eligible pupils	13.2% (17.2% in 2024)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	From 2021/2022 to 2024/2025
Date this statement was published	October 2021, November 2022, November 2023 December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	(Helen Webb), Gina Harrison
Pupil premium lead	(Caroline Ainsworth), Gina Harrison
Governor / Trustee lead	Alan Bridge

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,830
Recovery premium funding allocation this academic year	£4,024
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£41,854

# Part A: Pupil premium strategy plan

## Statement of intent

### **'Let Your Light Shine'**

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><b>Oral language skills and grammar:</b></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><b>Reading at an age appropriate level:</b></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><b>Gaps in mathematical understanding:</b></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><b>Social &amp; emotional needs:</b></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><b>Attendance:</b></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><b>Narrow the attainment gap between disadvantaged and non-disadvantaged children:</b></p>	<ul style="list-style-type: none"> <li>Narrow the attainment gap at all statutory assessment points.</li> </ul>
<p><b>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:</b></p>	<ul style="list-style-type: none"> <li>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.</li> <li>End of summer data will also show that 10 – 20% of disadvantaged children will have made accelerated progress (more than 3 points).</li> </ul>
<p><b>Improve the attainment scores of disadvantaged pupils in:</b></p> <ul style="list-style-type: none"> <li>Early Years Foundation Stage (EYFS) – Word reading</li> <li>EYFS – Writing</li> <li>EYFS – Number</li> <li>EYFS – Numerical pattern</li> <li>The Phonics Screening Check Yr 1 (PSC)</li> <li>Key Stage 1- Reading, writing, maths and the combined measure.</li> <li>The Multiplication times table check Yr4 (MTC)</li> <li>Key Stage 2 - Reading, writing, maths and the combined measure.</li> </ul>	<ul style="list-style-type: none"> <li>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></li> <li>Improve the percentage of pupils achieving their Year Group expected attainment standard in core subjects (English and Maths) to above 65%</li> </ul>
<p><b>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</b></p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> <li>a significant increase in participation in enrichment activities (clubs, trips, residentials, music lessons, PE tournaments etc), for disadvantaged pupils.</li> </ul>

<p><b>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</b></p>	<ul style="list-style-type: none"> <li>• Sustained high attendance demonstrated by:</li> <li>• 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.</li> <li>• To reduce late attendance for Pupil Premium pupils to be at least in line with non-Pupil Premium pupils.</li> <li>• 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.</li> </ul>
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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: £ 10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investing in Continuous Professional Development (CPD) for the Talk for Writing approach	<p>The school has identified that Writing across the school, especially for children who are entitled to Pupil Premium is an area for development.</p> <p>The EEF highlights the significance of teaching writing composition strategies through modelling and supported practice (EEF, Improving Literacy in Key Stage 2). The Talk for Writing approach is rooted in this principle, providing a structured framework that enables teachers to model writing techniques effectively. By participating in CPD, our staff will gain the skills necessary to implement this approach consistently, fostering a deeper understanding of writing processes among pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	1,2
Rigorous implementation of the Ambition Institute ECT (Early Career Teacher) programme across the school.	<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><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/peer-tutoring</a>.</p>	1, 2, 3, 4, 5

<p>Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests 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.  <a href="https://www.dcu.ie/news/news/2019/05/dcuinto-studylooks-at-the-use-of-standardised-tests-in-primarieschools">https://www.dcu.ie/news/news/2019/05/dcuinto-studylooks-at-the-use-of-standardised-tests-in-primarieschools</a></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.  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/readingcomprehension-strategies">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/readingcomprehension-strategies</a>  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</a></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.  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1, 2, 3, 4, 5</p>
<p>Dyslexia Friendly Classroom Training (teachers)</p>	<p>Increased number of pupils presenting with dyslexic traits. Training to ensure consistent support throughout the school, with a goal of becoming a dyslexia friendly school. Research shows that such an investment has a positive impact on all learners within the school community.  <a href="https://files.eric.ed.gov/fulltext/ED539441.pdf">https://files.eric.ed.gov/fulltext/ED539441.pdf</a></p>	<p>1, 2</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. Research suggests the maths mastery approach can add up to an additional 5 months progress per term.  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mastery-learning</a></p>	<p>3</p>

Attachment Training and Behaviour Support (Teachers and Teaching Assistants)	Increased numbers of children presenting with Attachment / Autistic Spectrum Disorder traits, impacting on their own and peers learning. 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. <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning</a>	1, 2, 3, 4, 5
SALT (Speech and Language Therapy) training – to develop SALT TA specialists in EYFS/ KS1 and KS2	Deepen understanding of SALT and oracy intervention. We see this as key because “There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.” (EEF) <a href="https://educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4

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

Budgeted cost: £24,354

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of structured intervention programme. Following pupil progress meetings, pupils are identified and a structured programme is put into place.	<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. <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistant-interventions</a></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>This approach is also used to inform our Social and Emotional targeted support.</p>	1, 2, 3, 4, 5



<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><a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3, 4, 5</p>
<p>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"> <li>• Confidence: children had the freedom, time and space to learn and demonstrate independence</li> <li>• 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</li> <li>• Communication: language development was prompted by the children's sensory experiences</li> <li>• Motivation: the woodland tended to fascinate the children, and they developed a keenness to participate and the ability to concentrate over more extended periods</li> <li>• Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</li> <li>• Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment.</li> </ul>	<p>4,5</p>

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

Budgeted cost: £ 7500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Mental Health First Aid Programme, to enable teachers to more quickly identify and support pupils with difficulties.</p>	<p>We have an increased number of children struggling with Mental Health difficulties ranging from low self-esteem to extreme anxiety and school refusal. Teachers need to be aware of early signs of mental health to ensure early support is put in place.</p> <p>Research shows that lower SEL (Social Emotional Learning) skills are linked with poorer mental health and lower academic attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-andemotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-andemotional-learning</a></p>	<p>4, 5</p>
<p>Development of a Wellbeing Support Team.</p>	<p>150% increase in Colwall's ELSA (Emotional Literacy Support Assistant) staffing hours.</p> <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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/social-and-emotional-learning</a></p>	<p>4, 5</p>
<p>Training 2 Thrive specialists to support pupils identified as being in need of specific social skills development.</p>	<p>The Thrive specialist will become part of the wellbeing team.</p> <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><a href="https://www.thriveapproach.com/aboutthrive/impact-of-thrive/">https://www.thriveapproach.com/aboutthrive/impact-of-thrive/</a></p>	<p>4, 5</p>
<p>Organise an Empowerment Group for vulnerable boys in upper KS2</p>	<p>Recruit the services of a counsellor to run a course for vulnerable children to help prepare them for transition to Highschool. "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><a href="https://www.instituteofhealthequity.org/improving-school-transitions-for-healthequity.pdf">improving-school-transitions-for-healthequity.pdf (instituteofhealthequity.org)</a></p>	<p>4, 5</p>

Develop a nurture and wellbeing room.	Ventilate a room (install opening window) to enable it to function effectively as a private nurture room and safe space for one-to-one counselling. Research states that social and emotional learning approaches have a positive impact, on average, of 4 months' <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1, 2, 3, 4, 5
Strategies to promote good attendance implemented.	There is a clear monitoring procedure and staff are pro-active 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. <a href="https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances">https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</a>	1, 2, 3, 4, 5
Support the links between home and school.	Hold 'Coffee Stop' meetings, to develop parent relationship with the well-being team. 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 +. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	4, 5
Wide programme of extra-curricular group activities and one-to-one lessons made accessible to	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.	1, 2, 3, 4, 5
Pupil Premium children.	One to one are also arranged where children have a particular interest e.g piano, singing. <a href="https://www.kapowprimary.com/blog/a-practical-guide-to-ofsted-and-cultural-capital-for-primary-schools/">https://www.kapowprimary.com/blog/a-practical-guide-to-ofsted-and-cultural-capital-for-primary-schools/</a>	
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: £ 41,854**

## 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.

#### Outcomes

- Phonics boosting resulted in 100% PP pass rate in the Yr1 phonics test.
- Targeted reading intervention boosted PP pupils' fluency and self-esteem producing an improvement in fluency ranging from 0.4 of a year to 3 years improvement over half a term (average improvement 1.5 years).
- Some children joined Colwall during the 2023 – 2024 academic year which has impacted on progress data. 66% of Pupil Premium children made 3 points or more progress in reading and writing and 71% in Maths, with some children achieving 4 or 5 points progress.
- Accelerated pupil progress was noted in Reading (19%), Writing (14%) and Maths (24%), which provides a benchmark to build on next year. This is the percentage of PP children who achieved more than the 3 points expected progress over the year.
- 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 48% 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 completed and 42% of PP children were able to access this.
- A 25% 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 (86% attended a club over the academic year) and all PP pupils were supported to attend trips and Residential. 6% took up music lessons.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Talk for Writing	Pie Corbett Talk for Writing
Thrive	Thrive Approach

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A