

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	The Colleton Primary
Number of pupils in school	332
Proportion (%) of pupil premium eligible pupils	6.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Michelle Law (Headteacher)
Pupil premium lead	Vanessa Neale
Governor / Trustee lead	Anne Cronin

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,830.00
Recovery premium funding allocation this academic year	£507.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5423.00
<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	£25,760.50

# 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 PPG may face and aim to reduce these so that progress and attainment for them is in line with non PPG 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 wrap around care
- provide enriching learning experiences in and out of school
- review the impact of any support at least termly

We aim to achieve this through:

- quality first teaching for all children but 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 therapeutic approach to support children
- 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
- by implementing targeted support including through the Recovery Premium Funding and the National Tutoring Programme

## Challenges

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

Challenge number	Detail of challenge
1	Ensure good attendance
2	Accelerating progress in writing and maths
3	Children confidently recalling what they have learnt to show progress
4	Building relationships with families to understand the challenges they face and support emotional well-being
5	Progress in phonics and achieving the threshold score

## 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	<ul style="list-style-type: none"> <li>• children will develop strategies to regulate and manage their emotional and learning behaviours</li> <li>• children will form good relationships with peers and staff</li> <li>• children will focus on learning for sustained periods</li> <li>• good learning habits and behaviours will be established</li> <li>• children will make good progress</li> </ul>
To develop talents and children are appropriately challenged	<ul style="list-style-type: none"> <li>• children will achieve their full potential by making good or above progress</li> <li>• children will be proud to share their achievements</li> <li>• extended pieces of learning will be evident</li> <li>• children will demonstrate good levels of subject knowledge</li> </ul>

	<ul style="list-style-type: none"> <li>• children will confidently tackle challenge and problem-solving activities in their learning</li> </ul>
To ensure that children access a full educational provision	<ul style="list-style-type: none"> <li>• attendance in school will be good and the overall absence rate for disadvantaged children will decrease</li> <li>• ensure quality first teaching and provide appropriate support including metacognitive strategies and scaffolding</li> </ul>
To reduce barriers to learning and ensure access to activities that will support their personal wider development	<ul style="list-style-type: none"> <li>• children will draw on experiences from situations and learning opportunities outside of school</li> <li>• attendance at parent/family workshops and teacher/family meetings will increase</li> <li>• an increased number of children will attend extra-curricular clubs and take part of events to represent the school</li> <li>• all PPG children have the equipment and resources they need in school</li> <li>• evidence of increased well-being through discussions with families and children</li> </ul>

## 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: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching</p> <ul style="list-style-type: none"> <li>• explicit teaching</li> <li>• building on prior learning and knowledge</li> <li>• modelling of learning and thinking</li> <li>• learning scaffolded to enable independence with activities</li> <li>• identifying gaps and building on these and misconceptions</li> <li>• opportunities to review, reflect and edit to improve</li> <li>• PPG first for questioning, marking</li> <li>• Pupil progress meetings to review and plan next steps</li> <li>• Development of maths</li> </ul>	<p>Purchase of standard tests to provide further insight to strengths, areas for development and progress in maths, reading and spelling</p> <p>Staff training to carry out tests</p> <p>Teacher training for maths leads (including maths mastery) that is cascaded across all teaching staff</p> <p>Purchase of further reading books from the validated list of books to support phonics teaching and acquisition of skills</p> <p>Governor visits and meetings</p> <p>Quality First Teaching allows children to over-learn and revisit concepts. Support given to those children who need further opportunities to master these prevents a gap growing between them and their peers</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	<p>2</p> <p>3</p> <p>5</p>

<p>curriculum and teaching, including maths mastery</p> <ul style="list-style-type: none"> <li>• development of metacognition</li> <li>• Development of maths mastery</li> </ul>		
<p>Developing metacognitive approaches to learning</p> <ul style="list-style-type: none"> <li>• access to help zones</li> <li>• displays/help zones to include vocabulary lists</li> <li>• opportunities to practice and over learn</li> <li>• visual support</li> <li>• develop questioning</li> <li>• use of sentence stems</li> <li>• developing self-regulation</li> <li>• encouraging children to plan, monitor and review their own learning</li> <li>• staff training</li> </ul>	<p>Evidence suggests that that encouraging children to think about how they learn and giving them strategies and skills to support learning is effective</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	<p>2 3 5</p>

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

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Experienced teacher to provide small group tutoring including phonics and writing</p>	<p>Tuition targeted at specific needs and gaps proven effective to support low attaining pupils or those falling behind:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2 3 5</p>
<p>Use of Teaching Assistants to provide targeted intervention for pupils including speech and language.</p> <p>Speech &amp; Language training undertaken by Teaching Assistants/teachers</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Developing spoken language and vocabulary shows positive impact on attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>	<p>2 3 5</p>
<p>Small group and 1:1 support for developing key numeracy and literacy skills including the use of Numbots, Times Tables Rock Stars, Nessy, Spelling frame and CodeBreakers</p>	<p>Computer-based programmes have worked well for children in school and from home and have further supported development of phonics and maths.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></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>2 3 5</p>

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	
Therapy reading dog	Evidence shows using social and emotional interventions boost confidence in engagement in learning as well as self-management of emotions which impact on literacy outcomes.	2 3 5

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

Budgeted cost: £5,760.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of a nurture support/therapeutic thinking approach <ul style="list-style-type: none"> <li>• Senior Leadership training in Therapeutic thinking followed by INSET learning behaviours</li> <li>• whole school approach to supporting emotional needs</li> <li>• nurture/sensory spaces</li> <li>• continued development of self-regulation strategies</li> <li>• pastoral support</li> <li>• staff training e.g. Emotionally Based School Avoidance (EBSA), anxiety, Emotional First Aid</li> <li>• therapy reading dog in school</li> </ul>	Extensive evidence around Adverse Childhood Experiences (ACE) and development of social and emotional skill development to develop a positive school ethos and reduce challenging behaviour in school.  <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>  <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
Additional family support e.g. paying for extracurricular clubs, music lessons, wrap around care, school trips, learning resources	Parental engagement has a positive impact on a child's progress.  Disadvantaged children are less likely to take part in informal learning opportunities out of school	1 2 3 4 5

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	
Embedding principles of having an effective whole school strategy to improve school attendance. This includes continuing build on the positive and welcoming culture across school and including developing a whole school awareness of EBSA to all staff following training.	<p>Evidence shows that absence impacts on well-being, attainment and wider outcomes.</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	1

**Total budgeted cost: £25,760.50**

## 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 2020 to 2021 academic year.

#### 1) DEVELOP CONFIDENT AND COMPETENT READERS TO RAISE ATTAINMENT IN READING.

57% of PPG children achieved Age Related Expectations (ARE) or above in reading and 72% made expected or above progress based on teacher assessment in July 21. This compares to 86% of non PPG at ARE and 94% making expected or above progress through the last academic year.

Following a systematic phonics approach that explicitly teaches children to develop the knowledge and understanding of phoneme-grapheme correspondence allows them to apply these to blend and segment to read and spell. Evidence consistently suggests this is the best way to teach younger children to read and has the greatest impact. As a result of this approach, 60% of our PPG children achieved the phonics screener threshold in Year 1 (July 20). The remaining 40% met the threshold in July 21 resit as a Year 2.

#### 2) SUPPORT CHILDREN TO SELF -REGULATE THEIR EMOTIONS SO THAT THEY BECOME MORE RESILIENT LEARNERS

Our observations of the children's well-being, learning behaviours and attainment in some areas indicated that children had been impacted through last year. The development of our nurture and sensory spaces in school enabled children to take part in Social Emotional and Mental Health groups and have spaces to go as needed. Zones of Regulation was introduced across school to encourage a better understanding and articulation of feelings and emotions in different situation. This led to improved concentration, learning behaviours and regulation of emotions. Children were better able to articulate their emotions and suggest strategies to support them to regulate themselves.

#### 3) PROVIDE ENRICHMENT AND CHALLENGE OPPORTUNITIES FOR ALL TO BUILD CONFIDENCE

Our broad curriculum offers wider personal development for all our children, giving opportunities to develop interests and skills in all aspects of their learning. Financial support was offered to children to attend trips and residentials as well as extra-curricular activities to provide enrichment.

#### 4) DEVELOP WRITING SKILLS TO RAISE ATTAINMENT ACROSS SCHOOL

Evidence suggests that some disadvantaged children may be behind in their early language and speech skills. Using a ‘talk to write’ approach through the use of high-quality books and discussion to develop vocabulary through targeted questioning, explicit teaching of subject specific vocabulary both whole class and small group interventions aims to close this gap. Evidence for this also links to the impact this approach has to reading progress. The purchase of Jane Considine writing schemes to support class planning and small group interventions for writing. As a result, 44% of PPG children were at Age Related Expectations in writing or above based on teacher assessments in July 21 with 86% making expected or above progress. This compares to 75% of non PPG who were at Age Related Expectations or above and 91% of non PPG making expected progress from Sept 20 to July 21

## 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>