



## Collingbourne CE Primary: 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 name	Collingbourne CE Primary School
Number of pupils in school	102
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2018-2021
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Mr Dan Crossman
Pupil premium lead	Mrs Kirsty O'Shea
Governor / Trustee lead	Mrs Vicky May

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,445
Recovery premium funding allocation this academic year	£2,000
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	£16,445

# Part A: Pupil premium strategy plan

## Statement of intent

At Collingbourne CE Primary School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).

The PPG was created to provide funding for three key areas:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers.
- Providing funding for LAC and previously LAC (PLAC).
- Supporting pupils with parents in the armed forces.

At Collingbourne, we want all pupils to feel part of the school community and have access to high quality teaching and resources, regardless of their background. We want our disadvantaged pupils to achieve as well as their peers in English and maths and have sufficient support in the form of high quality teaching and interventions to get them there. We want our disadvantaged pupils to be offered the same extra-curricular experiences as non-disadvantaged pupils and for their well-being to be at the heart of any strategies employed.

### Objectives

- To provide additional educational support to raise the achievement of pupils in receipt of the PPG.
- To narrow the gap between the educational achievement of these pupils and their peers, including those pupils who are already achieving or have the potential to achieve GDS.
- To address underlying inequalities, as far as possible, between pupils.
- To ensure that the PPG reaches the pupils who need it most.
- To make a significant impact on the education and lives of these pupils.
- To work in partnership with the parents/carers of pupils to collectively ensure pupils' success.

### Achieving the Objectives

We maximise use of the PPG by:

- Assigning a pupil premium lead to champion the educational needs of PPG recipients and ensure the implementation of this policy.
- Ensuring PPG funding and spending can be identified within the school's budget.
- Consulting the pupil premium lead, governors and staff when deciding how funds are spent.
- Assessing the individual provisions required for each pupil in receipt of the PPG.

We explore evidence-based summaries of PPG use, such as the EEF's Teaching and Learning Toolkit, to determine the best use of the funding.

We focus on approaches that:

- Promote quality first teaching and benefit all pupils, but especially those from disadvantaged backgrounds.
- Are individually tailored to the strengths and needs of each pupil.
- Are consistent (based on agreed core principles and components) but also flexible and responsive.
- Are evidence-based.
- Are focused on clear short-term goals providing opportunities for pupils to experience success.
- Include regular, high-quality feedback from teaching staff.
- Support pupil transition through the stages of education (e.g. from primary to secondary).

- Raise aspirations through access to high-quality educational experiences.
- Promote each pupil's awareness and understanding of their own thought process (metacognition) and help them to develop problem-solving strategies.

We operate a tiered approach to PPG spending to ensure spending is both balanced and focused.

Spending priorities are as follows:

- 1: Teaching
- 2: Targeted academic support
- 3: Wider strategies

Ensuring effective teaching in every classroom is the priority for PPG spending. To achieve this, we spend the PPG in the following ways:

- Dedicated Forest School Teacher who teaches across the school and embeds values, life experience, team work and knowledge for all pupils, but especially for children from disadvantaged backgrounds.
- Professional development
- Recruitment and retention
- Supporting teachers with new initiatives within the classroom

Evidence shows that targeted support has a positive impact and is a key component of effective PPG use. We spend the PPG on targeted support in the following ways:

- Structured interventions
- Small group tuition
- One-to-one support

Wider strategies are used to overcome non-academic barriers to success. We spend the PPG on the following wider strategies:

- Art therapy
- Greatwood Horse Charity well-being courses
- Having trained ELSAs to offer emotional support
- Music tuition

The additional Recovery Premium for 2021-22 forms part of the Pupil Premium Strategy but will be used specifically in the following way:

- Provide leader release to analyse data and speak to staff and children about bespoke strategies to support each child.
- Provide high quality small group or individual maths interventions, led by a qualified teacher.
- Provide high quality small group or individual English (including phonics, reading and writing) interventions, led by a qualified teacher.

## Challenges

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

Please note that our percentage of disadvantaged pupils is very small and therefore it is challenging to establish generic patterns of challenge across the group.

*\*This data is based on a very small number of pupils and therefore may be statistically insignificant.*

Challenge number	Detail of challenge
1	Only 55% of PP pupils achieved AREx or above in reading in July '21 compared to 74% of 'all' pupils.
2	64% of PP pupils achieved AREx or above in writing in July '21, compared to 67% of 'all' pupils.
3	Vocabulary understanding and development is poorer among disadvantaged pupils.
4	Percentage of pupils achieving GDS in RWM in July '21 was 9/0/9% respectively; well below the national average.
5	Self-esteem, friendships and well-being is scored lower for pupils from disadvantaged backgrounds.

## 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
Narrow the gap between attainment of disadvantaged pupils in reading and the non-disadvantaged counterparts.	65% of disadvantaged pupils achieving AREx or above in reading by July '22.
Narrow the gap between attainment of disadvantaged pupils in writing and the non-disadvantaged counterparts.	Standards across the school in writing have raised and disadvantaged pupils are no more than 3% behind 'all' pupils.
Increase the percentage of pupils achieving greater depth.	Teacher assessments and end of key stage national assessments will show an increase in the percentage of disadvantaged pupils achieving greater depth in all subjects.
Disadvantaged pupils have better self esteem and well-being.	Pupil surveys indicate that pupils feel happier in the school environment.

## 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: £ 10,669

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Forest School Teacher (£5,318)</i>	Pupils learn how to take risks, developing their own self-esteem and friendships, as well as knowledge and understanding. The Forest Research Government publication in conjunction with the New Economics Foundation (NEF) cite benefits for all children.	1, 2, 3, 4, 5
<i>Leader release (£888)</i>	EEF state that strong leadership equates to a clear vision and enhanced delivery of strategies.	1, 2, 3, 4, 5
<i>Leader QFT training and cover (£770)</i>	The EEF report shows that teaching should be main focus on PPG spending. In attending training courses on elements of QFT (groupings, metacognition etc), this information can be disseminated to staff to increase the amount of QFT in all classes, benefiting all pupils.	1, 2, 3, 4
<i>TA support/interventions (5h per week) (£1,693)</i>	The EEF toolkit shows that teaching assistant intervention have a moderate impact and add on average +4 months.	1, 2, 3, 4
<i>Oral language/vocabulary intervention and whole school approaches through CPD from the 'I CAN' charity. (£1000)</i>	EEF Toolkit suggests that oral language interventions can give an average impact of +6 months.  According to the 'I CAN' charity: Across the UK, <b>one in ten</b> children are struggling to speak and understand language right now. This increases to <b>one in four</b> for those children living in disadvantaged areas of the UK.	1, 2, 3, 4
<i>Staff CPD on attachment and related challenges.</i>	The NFA cite: "Regular <b>training and support</b> to ensure carers can reflect on a child's behaviour with reference to their needs rather than react immediately to their behaviour. Any professionals who are asked to care for or work with looked after children should have basic but specific training."	1, 2, 3, 4, 5

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

Budgeted cost: £ £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Qualified teacher to deliver small group interventions in reading, writing and maths for 3 afternoons per week.</i>	EEF toolkit suggests that small group tuition gives an average impact of +4 months and one to one tuition, an impact of +5 months.	1, 2, 3, 4

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

Budgeted cost: £ 3,604

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Art Therapy</i>	EEF Toolkit states that arts participation has a moderate impact (+3 months) and social and emotional learning makes a difference of +4 months. Sessions also include structured vocabulary and social interaction phrases/behaviours.	1, 2, 3, 4, 5
<i>Horse Power</i>	There are many studies, such as the Environmental Research and Public Health study (The Influence of Human-Animal interaction on mental and physical health, para 3.4) which champion the use of animals to support children's well-being. <i>The lack of happiness and joyfulness has a significant influence on students' personality growth and might affect their intelligence, thinking skills, creativity, and educational achievements (Al-Yasin 2001).</i>	1, 2, 4, 5
<i>Music tuition</i>	EEF Toolkit states that arts participation has a moderate impact (+3 months).	5
<i>Trips/uniform</i>	Whilst the EEF cannot quantify an impact, as a school we believe that children should not be stigmatised by being unable to contribute towards trips or not having the correct uniform. Addressing this will support well-being.	5

**Total budgeted cost: £ 16,273**

## 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.

Due to COVID-19, performance measures have not been published for 2020 to 2021. However, the school undertook vigorous teacher assessment in Reading, Writing and Maths, backed up by using end of term and end of year standardised assessments from Rising Stars. The attainment of our disadvantaged pupils from January 2020 (pre Covid-19) and then through the academic year 2020-2021 is shown below.

%age of PP pupils AREx and above					
	Jan	Sept	Dec	Mar	July
Reading	60%	30%	55%	45%	55%
Writing	60%	50%	45%	55%	64%
Maths	60%	30%	55%	55%	73%

*\*This data is based on a very small number of pupils and therefore may be statistically insignificant.*

The data shows that the attainment of disadvantaged pupils dropped significantly after the first lockdown and school closures from March 2020 through to July. Through the structured interventions detailed on the previous plan and the strategies employed, we have been able to recover and in the case of Writing and Maths, build on, the previous attainment of disadvantaged pupils. Reading is still an area of concern but a new phonics scheme for 2021-22 and further pupil premium catch up interventions should help to address this.

Forest School was a success and all children in all year groups participated. Case studies evidence that children have found Forest Schools skills beneficial to both academic and emotional/social health and well-being.

The Horse Power programme was very successful and pupils engaged well. Pupils reported feeling a sense of achievement and security after completion.

## 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*

Programme	Provider
Horse Power	Greatwood Horse Charity

## Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>TA support in-class focussing on 'purple' children requiring additional emotional and pastoral support, 'listening ears' or encouragement to persevere.</p> <p>4 Teaching assistants and Disadvantaged Learners governor attended TD day with a focus on provision mapping the pastoral needs of 'purple children'.</p> <p>*6 Afternoons of Forest School to directly support military children allowing them a safe and supportive space to share experiences. Forest School leader well experienced with military life.</p> <p>*ELSA Training- 2 TA's to be trained in the ELSA programme to ensure military children have this pastoral counselling service available (partly funded by the military)</p> <p>*After School 'Super Troopers' club to help children share experiences of military life</p> <p>Large map for children to record where mum or dad are in the world</p> <p>Create welcome packs including key information and a school jumper</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>*The break in continuous learning in school due to Covid-19 has led to some of these strategies being paused or limited until restrictions once again allow.</p> <p>TA support has been invaluable in supporting children from military families and a 'listening ear' is often needed on an ad-hoc basis. Class concern/safeguarding logs show when pupils have needed to access this support.</p> <p>Children in Y3 and 4 took part in the Little Troopers Roadshow and enjoyed the drama and role play involved, as well as spending time with others who are in similar life positions.</p> <p>The wall display with world map is up and children often stop to look at it or adults discuss with children where in the world their parents might be serving.</p> <p>ELSA training was delayed due to Covid but staff have begun their training Sept '21.</p>