



Collingbourne CE Primary: Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	95
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023-2025/2026
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Harriet Phillips
Pupil premium lead	Mrs Kirsty O'Shea
Governor / Trustee lead	Mrs Catherine Hartley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,465
Recovery premium funding allocation this academic year	£2,000
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	£14,465

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 Attendance	Attendance for disadvantaged learners for academic year 21/22 was 91.7% lower than that of their peers (95.3%)
2 Outcomes	Assessments indicate that our Disadvantaged pupils are not attaining as well as their peers Only 50% of PP pupils achieved ARE or above in reading in July '22 compared to 68% of 'all' pupils. Only 50% of PP pupils achieved ARE or above in writing in July '22, compared to 76% of 'all' pupils. Only 50% of PP pupils achieved ARE or above in maths in July 22, compared to 65% of 'all' pupils With no disadvantaged pupils achieving GDS
3 Vocabulary gap	Our assessments and observations indicate that vocabulary understanding and development is poorer among our disadvantaged pupils.
4 Impact of COVID 19	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils.
5 Enrichment opportunities	Our observations of and conversations with our disadvantaged pupils indicate that they have less opportunities beyond school and therefore have a reduced cultural capital, this impacts negatively on their ability to retain new knowledge

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 achieve and sustain improved attendance of disadvantaged pupils	To close the gap between whole school attendance and our disadvantaged pupils.
To improve attainment in reading, writing and maths for all our learners especially our disadvantaged learners	Standards across the school in reading, writing and maths have raised and the gap between disadvantaged and 'all' pupils has narrowed.
Improved oral language skills and vocabulary amongst pupils who are disadvantaged that leads to improved writing attainment	Higher percentages of disadvantaged learners will be achieving ARE or above in writing as a result of improved understanding of vocabulary
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: £ 9945

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Leader QFT training and cover</i>	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5
<i>Forest School Teacher</i>	Pupils learn how to take risks, developing their own self-esteem and friendships, as confidence. The Benefits of Forest School (forestschoolltraining.co.uk)	1, 2, 3, 4, 5
<i>TA support/interventions</i>	The EEF toolkit shows that teaching assistant intervention have a moderate impact and add on average +4 months. Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5
<i>Oral language/vocabulary intervention and whole school approaches through CPD from the 'I CAN' charity.</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, one in ten children are struggling to speak and understand language right now. This increases to one in four for those children living in disadvantaged areas of the UK. ICAN CHARITY	1, 2, 3, 4, 5
<i>Staff CPD on attachment and related challenges.</i>	The NFA cite: "Regular training and support 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
<i>Improve the quality of Social and Emotional Learning.</i>	Improved Social and emotional skills lead to improved academic outcomes at school and later life. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5
<i>Personalised learning teacher deployed to meet needs of pupils in</i>	Additional teacher employed for afternoons to provide tailored support to pupils in reading, writing and maths	

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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, 5
<i>Additional intervention for small groups and 1:1 provided by TAs</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. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5

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

Budgeted cost: £ 2,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Improved school attendance- School attendance meetings and regular attendance reviews</i>	Children who attend school regularly improve grades at GCSEs Just one day off can hamper children's life chances - GOV.UK (www.gov.uk) Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net)	1,2,3,4,5
<i>Insight assessment tracker</i>	To best meet the needs of our disadvantaged pupils we need to analyse data and track progress efficiently Embedding Formative Assessment EEF (educationendowmentfoundation.org.uk)	2, 3
<i>Breakfast club</i>	Additional opportunities for children to develop relationships with significant adults Breakfast clubs found to boost primary pupils' reading writing... EEF (educationendowmentfoundation.org.uk)	2, 3, 5
<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

	Arts participation EEF (educationendowmentfoundation.org.uk)	
<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). Arts participation EEF (educationendowmentfoundation.org.uk)	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.

Through analysis of internal data and Phonics, Key Stage 1 and 2 performance data we have been able to analyse the performance of our disadvantaged pupils.

COVID-19 had a significant impact on our pupils especially our disadvantaged learners, because of this it is important to consider observations other than formal assessments.

During the academic year 2021/22 the children have returned to a more normal approach to education and learning. Children's social and emotional learning has had to be a focus as they have had to readjust to life together. Behaviour for learning has been a focus to re-establish.

Improving standards in reading, writing and maths remain a focus for our disadvantaged children. Small numbers of disadvantaged learners mean that data is not significant and each child has to be taken on an individual basis. Individualised programmes will be a priority in 2022/23 to enable rapid improvement for each pupil and therefore the disadvantaged pupil group as a whole.

Curriculum and Quality First Teaching are a focus for 2022/23 once learning behaviours and expectations are re-established.

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
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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 service children requiring additional emotional and pastoral support, 'listening ears' or encouragement to persevere.</p> <p>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>Large map for children to record where mum or dad are in the world</p> <p>Celebration of the service child during the month of April introducing families to network with one another including a breakfast opportunity for wider families and siblings to join and meet up.</p> <p>Staff actively engage in conversation with service children to support emotional development.</p> <p>Weekly circle time in every class to develop children's emotional literacy</p> <p>A review of our behaviour for learning policy in 22/23 will focus on emotional literacy and children understanding their feelings and others and the impact of their behaviour on others- strong foundations for emotional development and self awareness</p> <p>Teaching Assistants paid to meet with class teacher every week outside of the school day, ensures that service children will have the correct emotional support at the most important times.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<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>With parents and families being allowed back into the school building the wall display with world map of family deployment has been the start of many conversations and enabled families to network with each other.</p> <p>ELSA training has been completed and several rounds of ELSA have been completed.</p> <p>Art therapy has been used successfully for the development of emotional literacy for our service children.</p>