

Pupil premium strategy statement *Colburn Community Primary School (2022 – 2025)*

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	(194) 220 inc Nursery
Proportion (%) of pupil premium eligible pupils	50.52%
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)	2022 - 2025
Date this statement was published	April 2024
Date on which it will be reviewed	September 2024
Statement authorised by	Yousef Abdo (Headteacher)
Pupil premium lead	Yousef Abdo
Governor / Trustee lead	Angie Dale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,312.00
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>	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£126,312.00

Part A: Pupil premium strategy plan

Statement of intent

At Colburn Community Primary School we want:

We believe in maximising the use of the pupil premium funding by utilising a long term strategy aligned to the School Development Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn. Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed.

As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly

Our priorities are as follows:

- Closing the attainment gap between disadvantaged pupils and their peers*
- Addressing non-academic barriers to attainment such as attendance*
- Ensuring pupils with Speech and Language needs are identified at the earliest opportunity and interventions are put in place*
- To ensure that children can read fluently*

We will use as key indicators of school performance:

- Early Years Foundation Stage Profile data*
- Year 1 Phonics Check and Year 2 re- screening check*
- Key Stage 1 and 2 statutory assessments*
 - We will compare the difference between Colburn Community Primary School Pupil Premium children, and non-disadvantaged children to National data as well as look at how we are closing the gap.*

Challenges

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

Challenge number	Detail of challenge
1	School to identify and provide support for children entering school with speech and language skills below those of their peers
2	Schools' ability to support children experiencing Mental Health, aspirations and expectations.
3	Children who lack core skills in key areas of the curriculum, the school will provide additional opportunities for the development of such skills, e.g. phonics, basic number knowledge, language acquisition
4	Attendance and punctuality; further support and information for parents around the impact of absence.
5	School supporting children and families with complex family situations.

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
Children will be able to develop their early language skills so that they make rapid progress and catch up with their peers	<p>From baseline data individuals will make rapid progress</p> <p>Children will complete a programme of support and make good progress from their baseline assessment (e.g. Talk Boost)</p> <p>Children will be discharged from Speech and Language as they have made rapid progress</p> <p>Early Years staff will have sound knowledge of early language acquisition and programmes to develop individual children</p> <p>Parents are well supported and able to access resources from partner agencies as well as school to help support their child's development</p>
Children will be confident learners who are ready to accept challenges and will be able to recover from setbacks quickly. They will develop into resilient learners.	<p>Children will develop their independent skills in line with age related expectations</p> <p>They will develop their social skills so that they can turn take, wait for their turn, be able to regulate their emotions, can name their emotions and know how to express these safely</p> <p>Working in partnership with outside agencies outcomes for children will be improved as they are ready to learn Children will have their SEMH needs identified addressed proactively by the inclusion team.</p> <p>PPG Children participate in activities at school-based competition level, school to school competition level, or try out new activities as they are encouraged or invited to take part</p>
To raise the attendance of PP pupils so that the difference between PP and non-PP children in school is diminished.	<p>Identified the core group of families who require support and rapidly intervene</p> <p>Pastoral Support Worker will clearly signpost using the correct processes and communicate to all stakeholders</p> <p>The Attendance Policy will be reviewed by the Governing Body to assess the effectiveness of the strategy</p>
Children will benefit from engaging first wave teaching from staff who are well informed about best practice. Pedagogy of TAs and teachers will be updated through training both in school, local partnerships and external providers	<p>High quality teaching will mean that all children will make at least expected progress</p> <p>Where children are below age related expectations a programme of support will be put in place so that they can make progress</p> <p>Intervention plans will be adjusted when needed so that there is not a time lag for children requiring support and help.</p> <p>The right intervention will be delivered by the right staff member so that children make at least expected progress</p>

	Staff will be able to access CPD to ensure that they are learning from the best researched practices which feeds into high quality lessons
Flexible interventions will be provided for individuals and groups of children when they are needing support and catch up	Baselines and exit data for interventions help to measure the progress of the children and which interventions are working successfully

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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide further Little Wandle support and training for lead and staff so that they are able to meet the needs of Nursery to Year 2</p> <p>Parental engagement sessions to raise awareness of the new scheme and how they can support their child/ren at home</p>	<ul style="list-style-type: none"> EEF Toolkit: Phonics +5 months progress Whole school consistent approach will support pupils as they transition from one year group to another EEF Toolkit: Parental engagement +4 months 	1, 3 and 5
<p>The needs of chn entering Colburn are becoming more complex and require more specialist support therefore CPD is required:</p> <ul style="list-style-type: none"> IEP and target setting Emotion coaching Communication and Language delay <i>Talk boost training</i> 	<ul style="list-style-type: none"> Sir John Dunford +1.5 years progress for PP children with highly effective teaching EEF Collaboration - Average impact +5 months 	3 and 5
<p>Leaders of curriculum areas will ensure that they are well informed about best practice by attending training and networking opportunities. They will be provided with opportunities to cascade this knowledge</p>	<p>Network meetings within North Yorkshire LA and Swaledale Alliance to support leaders. Additional support from Brian Beal (external advisor)</p>	3

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

Budgeted cost: £ 4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language programme Talk Boost	Talk Boost Early Years intervention Action Impact - +6 months	1,2,3

	By ensuring that gaps in learners are targeted early on children will have a better chance of staying in line with their peers	
Targeted interventions led by well trained staff	EEF Toolkit: Feedback +8 months, Small group tuition +4 months, reading comprehension +6 months, phonics +4 months. EEF shows that providing individualised instructions, one to one tuition, and feedback all have a positive impact upon learning. TAs help to develop deeper understanding and understanding in areas where children have gaps in their knowledge	1 and 3
Pupil progress meetings held half termly with HT and Phase leader and year group teachers released. Meeting to be held and then reflection time for action planning to be held on the same day to continue momentum of discussions	Sir John Dunford +1.5 years progress for PP children with highly effective teaching EEF Collaboration - Average impact +5 months	3 and 5

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

Budgeted cost: £ 77,000

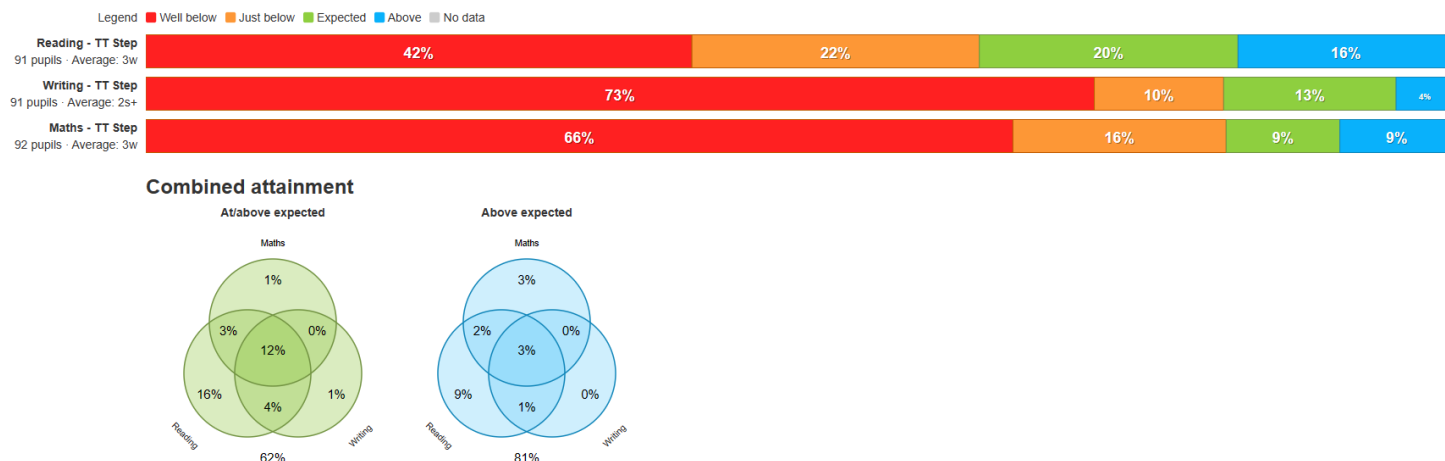
Activity	Evidence that supports this approach	Challenge number(s) addressed
Review of the attendance strategy to ensure that best practice is being followed and in line with local offer. Communicate to all stakeholders	EEF toolkit: Engagement with parents +4 months	2, 4 and 5
Pastoral Leads to complete Emotion Coaching training so that they are able to work effectively with families at Colburn Community Primary School	EEF toolkit: Engagement with parents +4 months	2, 4 and 5
Development outdoor environment so that children can access learning outside of their classroom	EEF: Outdoor and adventurous activities +4 months Engagement in additional activities results in pupils who are more engaged in school life, willing to take on more responsibility, have better resilience and perseverance and overall are more prepared for the next stages in their life.	2, 4 and 5

Total budgeted cost: £ 91,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Whole School attainment of PP children at the end of 2022-23



Year 1 PSC: PP vs Non PP (22-23)

Year 1 PSC		
	Passed	Did not pass
Pupil Premium (10)	50% (5/10)	50% (5/10)
Non- Pupil Premium (14)	50% (7/14)	50% (7/14)
Difference (+/-)		

End of KS1 outcome: PP vs. Non PP (22-23)

End of KS1 outcomes			
	Reading	Writing	Maths
Pupil Premium (18)	33% (6/18)	28% (5/18)	33% (6/18)
Non - Pupil Premium (18)	50% (9/18)	44% (8/18)	39% (7/18)
Difference (+/-)	-17%	-16%	-6%

End of KS2 outcome: PP vs. Non PP (22-23)

End of KS2 outcomes				
	Reading	GPS	Maths	Writing
Pupil Premium (16)	50% (8/16)	75% (12/16)	69% (11/16)	50% (8/16)
Non - Pupil Premium (16)	75% (12/16)	63% (10/16)	50% (8/16)	25% (4/16)
Difference (+/-)	-25%	+8%	+14%	+25%

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
NFER tests	NFER
White Rose Hub materials and resources	White Rose Hub
Little Wandle Phonics Programme	Little Wandle