

Pupil premium strategy statement

Colburn Community Primary School

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	213 (including Nursery)
Proportion (%) of pupil premium eligible pupils	47 %
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)	3 Year plan cycle 2024-2027 2025 impact statement
Date this statement was published	December 31 st 2025
Date on which it will be reviewed	By October 31 st 2026
Statement authorised by	Yousef Abdo (HT)
Pupil premium lead	Yousef Abdo (HT)
Governor / Trustee lead	Victoria Hughes (CoG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144,045
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£144,045

Part A: Pupil premium strategy plan

Statement of intent

Colburn Community Primary School is a one-form entry primary school situated in the heart of its community. We have a passionate, hardworking, and enthusiastic staff team who are committed to providing an excellent education and outcomes and who place vital importance on the physical and emotional wellbeing of our pupils. Children start with us from 3 years of age, many with below age-related levels of language development. Inclusion is at the heart of our ethos. Just under half of our children are eligible for Pupil Premium funding, with some of our year groups made up of more than 60% disadvantaged pupils. Our local community is in quintile 4 (most deprived) of all schools and there are a number of families who do not qualify for pupil premium funding but who are surviving on very low incomes. The impact of Covid pandemic on our disadvantaged children was significant and has widened gaps in attendance and outcomes and changed attitudes within the community towards school.

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	<p>Outcomes</p> <p>Outcomes for disadvantaged children at Colburn are consistently below their non-disadvantaged peers and below national in reading, writing and maths by the end of KS2. We are closing the gap, but we need to close this further and ensure that all pupils have the outcomes that they are entitled to, to ready them for life beyond Colburn school.</p>
2	<p>Attendance</p> <p>Data show that attendance is below national average at Colburn with attendance for the academic year 23/24 being 92.8% (National Average: 94.5%). There is a gap in attendance between disadvantaged children 91.9% in 23/24 to their non-disadvantaged peers. This below National and local attendance rates.</p> <p>Assessment and observations show that this higher absenteeism is negatively impacting disadvantaged children's progress and attainment. Their lack of attendance results in gaps in their knowledge and in not consistently being able to attend intervention groups or extra teaching intended to close gaps, and to revisit previous learning to strengthen knowledge recall.</p>
3	<p>Pupil Wellbeing</p> <p>Our observations show that the impact of covid and the accompanying school closures on the wellbeing of disadvantaged children has been greater than on those non-disadvantaged children. Our records showing rising numbers of disadvantaged children with SEMH needs requiring additional support and referral and a larger number of children displaying significant challenging behaviour. This poor emotional wellbeing is causing disadvantaged children to fall further behind their non-disadvantaged peers as they are unable to focus on learning until their SEMH needs are met.</p>
4	<p>Life experience</p> <p>Due to the cost of living crisis and high unemployment levels within families, many of our Colburn pupils do not have the same access to the wider world as their non-disadvantaged peers. Observations show that many do not regularly go out of their hometown or local area, have holidays, or visit places of local or national cultural interest. Their life experiences are limited. This impacts on their general knowledge, aspirations for adult life and their ability to become positive British citizens.</p>
5	<p>Early Years Provision</p> <p>School to identify and provide support for children entering school with speech and language skills below those of their peers. Our observations show that a rising number of our children enter our Nursery with limited speech and not yet toilet trained.</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
Improved attainment in reading and writing for all Colburn pupils, with particular focus on our disadvantaged pupils, to at least in line with national by the end of KS2.	Data show that attainment in reading and writing for all Colburn pupils is at least in line with national levels by the end of KS1 and KS2. The proportion of all Colburn pupils achieving greater depth standard has increased to in line with national levels.
Improved attainment in maths for all Colburn pupils, with particular focus on our disadvantaged pupils, to at least in line with national by the end of KS2.	Data show that attainment in maths for all Colburn pupils is at least in line with national levels by the end of KS2. The proportion of all Colburn pupils achieving greater depth standard has increased to in line with national levels.
To achieve and sustain improved attendance for all Colburn pupils, with particular focus on our disadvantaged pupils, to levels at least in line with national.	By 2027 attendance will be at least in line with national percentages with no gap in attendance rates or persistent absence rates between disadvantaged and non-disadvantaged pupils.
To achieve and sustain improved wellbeing for all Colburn pupils, with particular focus on our disadvantaged pupils.	Evidence collected from pupil voice, pupil and parent questionnaires and teacher observations shows that by 2027 all pupils show sustained high levels of positive wellbeing, with no difference between our disadvantaged and non-disadvantaged pupils. By 2027 there are well-established and effective evidence-based interventions and systems in place to effectively identify and support children who are struggling or are in crisis.
To widen the life experiences of all pupils, with particular focus on our disadvantaged pupils, through the provision of enhanced curriculum enrichment opportunities.	Evidence collected from pupil voice, pupil and parent questionnaires and planning shows that by 2027 all Colburn pupils will have access to a planned rich curriculum that has a clear focus on bringing the wider world into school through visits, visitors and digital interactions. Activity attendance records, pupil voice and pupil questionnaires show that all Colburn pupils have equity of access to a broad range of extra-curricular activities that support their interests and introduce them to new experiences, pastimes and skills.
To provide our children with the best possible start to school life despite any disadvantages	Data will show an improvement of children achieving GLD. By 2027, children achieving GLD will be inline with National Averages.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £49,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Facilitate and fund release time for an experienced ECT Mentor to support and coach ECT teaching in Year 3 through UCL ECF</p> <p>Facilitate and fund teacher release time to access specialist and leadership NPQ qualifications</p> <p>Enhance our existing Maths teaching in line with DfE and EEF guidance through continued funding of teacher release time for training, planning and participation in the NY Maths teaching hub (3 times per year visits and additional visits for our Maths lead)</p> <p>Continue to purchase any additional text and continue to develop our scheme for teaching reading across KS2 to secure consistent and stronger teaching of reading</p> <p>Evaluate, develop and improve our newly implemented scheme for teaching writing across school to secure</p>	<p>NIOT mentoring and coaching - Key Takeaways.pdf Rapid Evidence review shows evidence that mentoring can have positive impacts on mentee pupil attainment and literacy. Also, enhanced teacher/student interactions, and an improved classroom environment.</p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net) Evidence base shows that effective PD is crucial in improving pupil outcomes and that mechanisms build, motivate, develop teaching and embedding are key to this. NPQ qualifications adhere to these principles.</p> <p>Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk) The DfE guidance has been developed with NCE for teaching in Mathematics drawing on evidenced based approaches</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk) The EEF guidance is based on best available evidence</p> <p>ncetm_primary_teachingformastery_report_july2019.pdf NCTEM Maths hub report shows significant positive impact of strengthened pupil learning in Maths</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk) Evidence shows master approach has most positive impact in primary schools and in Maths.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Evidence shows high impact from consistent and explicit teaching over time.</p> <p>EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf (d2tic4wvo1iusb.cloudfront.net) Evidence shows consistent teaching of reading and writing across a school will ensure foundations set by phonics teaching are systematically built on.</p>	<p>1 Outcomes</p>

<p>consistent and stronger teaching of writing.</p> <p>Ensure through monitoring and coaching, fidelity to our DfE validated Systematic Synthetic Phonics Programme Little Wandle. Include funding release time for teachers to observe good practice and complete online training modules.</p>	<p>Phonics EEF (educationendowmentfoundation.org.uk) Evidence shows consistent, systematic and explicit teaching of phonics has highest impact.</p> <p>The reading framework - GOV.UK (www.gov.uk) Evidence shows that success in reading impact success across the curriculum</p>	
<p>Facilitate and fund teacher release time to embed Senior Mental Health Lead programme in school.</p>	<p>Senior mental health lead training - GOV.UK (www.gov.uk) Evidence indicates that taking a coordinated approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges that have taken this approach often report improved attendance, attention, behaviour and attainment.</p>	<p>1 Outcomes 2 Attendance 3 Wellbeing</p>

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

Budgeted cost: £40,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional group and 1:1 'catch up' and 'keep up' phonics sessions to be targeted at all children identified in half termly phonics assessments that are achieving below 80%. These are an intrinsic part of our SSP Little Wandle and ensure fidelity to the scheme.</p> <p>Continue to embed the use of Little Wandle Fluency programme in Year 2, 3 and 4 to screen and support those children who are not yet reading at 90wpm, including funding additional TA hours to support and</p>	<p>Phonics EEF (educationendowmentfoundation.org.uk) Evidence shows consistent, systematic and explicit teaching of phonics has highest impact.</p> <p>The reading framework - GOV.UK (www.gov.uk) Evidence shows that success in reading impact success across the curriculum</p> <p>Our phonics data from 23/24 shows the Little Wandle SSP to have had a significant impact on our phonics results. Monitoring shows fidelity to the scheme and consistent delivery from teachers using high quality published resources match to phonic knowledge has resulted in this increase. Continuing this systematic approach for all pupils not reading fluently after the phonics check is expected to have similar impact.</p>	<p>1 Outcomes</p>

<p>time out of class for staff training.</p> <p>Participation in the North Yorkshire Reading & Maths Project for year 6 pupils, including funding additional TA hours to support and time out of class for staff training (Yr2 of programme)</p> <p>Additional one to one support for identified children with additional needs, who are struggling to cope full time, in the classroom.</p>	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Evidence shows high impact from consistent and explicit teaching over time.</p> <p>TA Guidance Report MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk) Evidence shows that targeted individual pupil support has high impact on progress and attainment.</p>	
--	--	--

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

Budgeted cost: £44,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed DfE Attendance Hub evidence-based good practice approaches across school	<p>Improving school attendance - Ofsted: schools and further education & skills (FES) (blog.gov.uk) The DfE guidance and Hub project is informed by evidence and collaboration of schools who have shown positive impact on attendance.</p>	2 Attendance 1 Outcomes
Embed the principles of good practice set out in the DfE's Improving School Attendance advice.		
Develop Pastoral worker to support developing positive relationships with families and children to improve behaviour and attendance	<p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk) The EEF guidance is based on best available evidence</p>	2 Attendance 3 Wellbeing
Develop anti-bullying Committee (ABC) and anti-bullying good practice across school. Look to secure an 'Anti-bullying' award for school through a national scheme	<p>Improving school attendance - Ofsted: schools and further education & skills (FES) (blog.gov.uk) The DfE guidance is informed by evidence and collaboration of schools who have</p>	3 Wellbeing

	shown positive impact on attendance.	
Fund teaching assistant hours to support children who are struggling with wellbeing or behaviour	TA Guidance Report MakingBest UseOfTeachingAssistants-Printable 2021-11-02-162019_wsqd.pdf (d2tic4wvo1iusb.cloudfront.net) The EEF guidance is based on best available evidence Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk) The EEF guidance is based on best available evidence	1 Outcomes 2 Attendance 3 Wellbeing
Seek out and fund opportunities to raise all pupil's aspirations and life experiences through visits, visitors, funding transport and experiences		4 Life experience
Ongoing staff training on de-escalation, Preventing and Managing Challenging Behaviour and Trauma Awareness with the aim of improving behaviour across school	Behaviour interventions EEF (educationendowmentfoundation.org.uk) The EEF guidance is based on best available evidence and suggest that whole school approaches that develop a positive school ethos can support greater engagement in learning	1 Outcomes 2 Attendance 3 Wellbeing
Set aside a contingency fund to allow school to respond proactively to emerging needs	Experience shared with other local schools with similar catchments shows the need to be able to have funding to respond promptly to needs that have not yet been identified.	1 Outcomes 2 Attendance 3 Wellbeing

Total budgeted cost: £144,000

Part B: Review of the previous academic year (2024-2025)

Outcomes for disadvantaged pupils

Overview

During the 2024–2025 academic year, the school continued to implement its Pupil Premium strategy with a clear focus on overcoming barriers to learning through high-quality teaching, targeted academic support and wider pastoral provision. The strategy is designed to address the key contextual challenges within the school, including low starting points on entry, high levels of SEND overlap within the disadvantaged cohort, and social and economic barriers that can impact engagement and attendance.

Evaluation of the strategy demonstrates strongest impact in early years and early literacy, with improving trajectories evident through to Key Stage 2 despite significant cohort complexity. External validation from the September 2024 Ofsted inspection supports the school's evaluation, recognising strengths in teaching, behaviour, leadership and support for pupils with additional needs.

Early Years Foundation Stage

Impact is strongest in Early Years, where targeted early intervention and a strong focus on language development have contributed to significant improvements in outcomes.

Disadvantaged pupils are predicted to achieve 80% Good Level of Development, representing exceptional progress from baseline starting points and demonstrating the effectiveness of early support strategies.

Whole cohort outcomes show sustained improvement over time, increasing from 28% GLD in 2022 to 60% in 2025, reflecting a clear upward trend and evidence that provision is adding value beyond expected progress.

While the September 2024 Ofsted inspection identified early years curriculum implementation as an area for further development, current outcome data indicates that actions taken are already strengthening provision and improving readiness for Key Stage 1.

Phonics and Early Reading

Early reading continues to be a significant strength and reflects the strategic priority placed on securing strong foundations.

Year 1 phonics outcomes have improved dramatically from 32% in 2022 to 96% in 2025, with disadvantaged pupils achieving 89%, demonstrating that gaps are closing rapidly.

Year 2 cumulative outcomes show 92% of pupils achieving the expected standard, slightly above national, with disadvantaged pupils achieving 88%, evidencing the effectiveness of targeted catch-up support.

Mathematics

Outcomes from the Year 4 Multiplication Tables Check demonstrate sustained improvement, with the school's mean average rising to 24.1, above national averages, and increasing proportions of pupils achieving higher scores.

SEND and disadvantaged pupils show strong progress from baseline assessments, indicating that targeted support and improved teaching are strengthening foundational mathematical knowledge.

The Ofsted report recognised that assessment is used effectively in mathematics to identify gaps and that specialist support is improving pupils' learning, aligning with the improving outcomes seen in school data.

Attendance

Attendance remains an important contextual factor in evaluating outcomes.

Disadvantaged pupils' attendance is 92.9%, compared to 93.9% for non-disadvantaged pupils and 94.8% nationally, indicating a small in-school gap but overall attendance below national benchmarks.

This suggests that while the gap between groups is relatively narrow, attendance continues to present a barrier to maximising outcomes for some pupils.

The Ofsted inspection recognised that leaders understand attendance patterns and have taken positive steps to improve attendance, with actions beginning to have a positive impact.

Key Stage 2 Outcomes

Key Stage 2 attainment remains below national averages; however, this reflects the context of the cohort, including low starting points, high levels of SEND and disruption experienced earlier in their schooling.

Despite this, progress from Key Stage 1 baselines is strong, with:

- Reading improving by +48%
- Writing improving by +30%
- Mathematics improving by +54%

Average scaled scores are only slightly below national averages, indicating that gaps are narrowing over time and that pupils are making meaningful progress through Key Stage 2.

Greater depth outcomes remain low, reflecting cohort need and the strategic priority placed on securing expected standards and core knowledge.

Behaviour, Personal Development and Inclusion

The September 2024 Ofsted inspection judged Behaviour and Attitudes and Personal Development to be good, recognising that pupils behave well, feel safe and demonstrate positive attitudes to learning.

Inspectors highlighted effective support for pupils with SEND and strong relationships across the school, confirming the impact of wider pupil premium strategies aimed at supporting wellbeing, engagement and readiness to learn.

Overall Impact

The evidence demonstrates that the pupil premium strategy is having the greatest impact in:

- Early intervention and school readiness
- Early reading and phonics
- Catch-up and targeted support
- Foundational mathematics skills
- Progress from low starting points
- Inclusion and pastoral support

Externally provided programmes

Programme	Provider
Little Wandle Letters and Sounds SSP	Little Wandle Learning
White Rose Maths	White Rose Education
Accelerated Reader	Renaissance
Literacy Tree (Reading & Writing)	Literacy Tree
Times Tables Rockstars	Maths Circle Ltd
SCARF PSHE	Corum SCARF