



Accumulating Advantage For All



## Collaton St Mary Primary School Pupil premium strategy statement 2021–2024

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	Collaton St Mary Primary School
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	23%
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	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Interim advisory board
Pupil premium lead	Ben Nelson-Smith, Headteacher
Governor / Trustee lead	Di Hatherley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,560
Recovery premium funding allocation this academic year	£0
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	£64,560

## Part A: Pupil premium strategy plan

- See our Trust wide plan *'Accumulating Advantage for all'*

In a changing world we recognise the need to ensure that our curriculum reflects how pupils are supported and encouraged to flourish in all aspects of their lives. Current research shows that the South West is one of the most challenging areas to grow up poor. We strongly believe that as a Trust, and through our curriculum, we are able to narrow the disadvantaged gap, supporting all pupils.

### Our aims for our disadvantaged pupils

- Our aim as a Trust is to ensure that all pupils accumulate advantage, based on the high quality experience that we offer them through our curriculum and enquiry-based approach to learning.
- Our curriculum is rich and ambitious and offers all pupils an equal opportunity to experience a range of outdoor lessons, take part in educational visits, theatre trips, hands-on days, expert visits and have the opportunity to explore a wide range of extra-curricular clubs.
- We believe that all pupils should have the opportunity to aspire to be the best version of themselves. Therefore, we provide pupils with the experiences that develop their love of learning and support them to acquire experiences as they move through their school lives, to make informed choices when deciding future decisions.

### Statement of Intent

At the heart of our curriculum lie three core values: pursuit of academic excellence; the explicit teaching of learning to learn, which includes the development of metacognition; and crucially, character education. We believe that through our curriculum and core principles we can ensure that our very high expectations result in improved outcomes for disadvantaged pupils. This ensures all children will achieve and flourish whilst acquiring life-long skills that enable learners to overcome any barriers to learning and future successes.

### Objectives for our disadvantaged pupils

- We will ensure that the progress of our disadvantaged children will equal or exceed the progress of those who are not disadvantaged by implementing our strategy plan. The ACE curriculum plays a central and critical role in accumulating advantage for all pupils, including those that are presently or experiencing or have experienced disadvantage.
- All disadvantaged pupils will be equipped, academically, socially, culturally and emotionally to continue to make progress at their Secondary schools and beyond. Our aim is to ensure that all children leaving our schools are successful learners, curious explorers and healthy thinkers.

# Our current pupil premium plan focuses on the following goals

(see 'Accumulating advantage for all' booklet for more detail)

Strong leadership that drives:

- Equity through an enriched curriculum (including high-quality, well-researched and impactful interventions)
- A culture of high quality care
- Food and nutritional education
- Effective parent/carer partnerships
- Development of early oracy and ongoing oracy skills

## Our strategy plan is based on the following key principles-

- The plan is a key tool for improving outcomes for our disadvantaged pupils.
- It is aligned with and integral to other school plans and processes. It forms part of the school's wider planning and staff are familiar with it.
- Working to improve provision for our disadvantaged pupils should also improve provision for the wider school community, including for pupils who are not eligible for the Pupil Premium but whose needs are similar.
- Continuing professional development of different types forms an important strand of this work.
- This three-year plan can be adjusted in the light of evidence, including our own evaluation of what has worked (or not) in previous years.
- Regular reviews and scrutiny of data are seen as essential in evaluating the extent to which the plan is on track to meet its three-year objectives.
- We aim to provide value for money in terms of using our pupil premium (and recovery) funding efficiently and effectively to benefit our disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Many children have weak oral language skills on entry, including limited vocabulary, affecting their spoken language, comprehension and, later, their writing.
2	Covid-19 lockdowns negatively affected children's knowledge and skills in English and mathematics (lost learning) and exacerbated existing difficulties.
3	For some children, their social, emotional and mental health (SEMH) needs negatively affect their learning.
4	Some children lack resilience for learning and, during Covid-19 lockdowns, lost the resilience they had gained.
5	Lack of parental support and their lack of knowledge about how to provide such support for their children are barriers to the progress of some children.
6	Poor attendance and punctuality are barriers for some children.

## Intended outcomes - see 'Accumulating Advantage for all'

Intended outcome	Success criteria
<ul style="list-style-type: none"> <li>• <b>A Curriculum for Excellence</b> The ACE curriculum is ensuring QFT is making a difference for our disadvantaged pupils and progress measures show the gap between disadvantaged and others is closing</li> </ul>	<ul style="list-style-type: none"> <li>• As a result of careful and focused monitoring our PP pupils are becoming successful learners</li> <li>• Journals reflect progress made in all these areas- metacognition, character education and academic excellence (see individual PP tracker)</li> <li>• The progress of disadvantaged pupils is at least the same as the</li> <li>• progress of non-disadvantaged pupils and no greater than a 10% difference</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Oracy</b> All disadvantaged pupils have improved oracy skills and are increasingly able to communicate effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Language link programme demonstrates improved language skills</li> <li>• Oracy approach (across the curriculum) is evident in terms of key outcomes for pupils</li> <li>• Mathematical talk (PDM 3.10.22) and maths leader coaching sessions have clear impact on outcomes</li> <li>• PP children are read with daily, prioritised by class teachers and TA's. - Pre-teach of vocabulary is introduced to children and explained prior to provide more opportunities for children to be successful. - Vocabulary is explicitly taught through quality first teaching and is planned for by class teachers. All classes regularly using the 'remote control' cards'</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Enrichment opportunities</b> are providing pupils with the skills and knowledge to become more successful learners</li> </ul>	<ul style="list-style-type: none"> <li>• Take up of ASCs is high and pupils are clearly gaining through these experiences</li> <li>• All disadvantaged pupils attend residential</li> </ul>
<ul style="list-style-type: none"> <li>• <b>High quality care</b> through SEMH support is ensuring excellent wellbeing and readiness for learning</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil outcomes have improved in all areas (academically, socially, emotionally, culturally)</li> <li>• Pastoral support is well matched to individual need</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Food and Nutrition</b> Pupils and families have opportunities in school to participate in workshops and clubs to improve health through food and nutrition education</li> </ul>	<ul style="list-style-type: none"> <li>• All PP children are given opportunity to attend cookery club</li> <li>• Families invited to a 'family bake' session to celebrate the course and grow the club</li> <li>• PP children are well fed in school, they have good access to food and being hungry is never an issue – nurture group leads to monitor and check in</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Parent/carer partnerships</b> are strong and parents are increasingly able to support their children's well being and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Improve attendance of disadvantaged pupils to 95%</li> </ul>

**Activity in this academic year**

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training to develop talk in the Early Years (speech and language)	Early Reading framework – Section 2: developing Talk and Appendix 2	1,4
Training for new staff members on how to deliver Language Link system (Speech and Language)	EEF – <a href="#">Oral Language Interventions</a>	1
Training for new staff to deliver Bug Club Phonic sessions	Implementing a systematic programme (ERF)	1
Coaching of KS1 staff by Bug Club reading leader on a 1:1 basis	Early Reading Framework – Section 5: Building a team of experts	1,2
Weekly coaching and training to develop teaching staff's pedagogy with a focus on assessment for learning.	EEF – <a href="#">Embedding Formative Assessment</a> EEF – <a href="#">Metacognition</a>	1,2,3,4
1:1 coaching for Early Career Teachers and new to trust teachers with SLT.	<a href="#">Strand 8 Professional Behaviours</a>	2,3
Maintaining Reception class as a single-age class. - Targeted intervention for PP children to fill gaps. Smaller phonics groups for targeted phonics support.	EEF- <a href="#">Targeted Academic Support</a>	1,2
Targeted Academic Support – small group intervention 2 x per week.	EEF- <a href="#">Targeted Academic Support</a>	1,2

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

Budgeted cost: £ 22,525

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 phonics tutoring	EEF – <a href="#">one to one tutoring</a>	1,2
1:1 fluency intervention	EEF – <a href="#">improving literacy at KS2</a>	2
Classes are split to allow targeted PP intervention and physical education.	EEF – <a href="#">one to one tutoring</a> EEF – <a href="#">Physical Activity</a>	1,2
SENCO plans targeted support plans for individual PP pupils delivered by support staff.	EEF – <a href="#">Follow the Asses, Plan, Do, Review process</a>	1,2,3
Teachers prioritise pre-teaching for most disadvantaged pupils	EEF – <a href="#">one to one tutoring</a>	1,2

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

Budgeted cost: £ 21,690

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver high-quality physical education to support mental and physical well-being	EEF – <a href="#">Physical Activity</a> & <a href="#">Self-regulation</a>	2,4
Safeguarding lead to support families with parenting support, workshops, EWO support and Early Help.	EEF – <a href="#">parental engagement</a>	4,5,6
Boxall profile training and application	EEF – <a href="#">behaviour interventions</a>	3,4,6
SEMH interventions and brain breaks	EEF - <a href="#">Self Regulation</a>	
Breakfast At school runs daily for most disadvantaged for time to talk and food.	EEF – <a href="#">Magic Breakfast Club</a>	4,6

**Total budgeted cost: £64,560**

## Part B: Review of outcomes in the previous academic year - Pupil premium strategy outcomes

Findings relating to our disadvantaged pupils were as follows:

- End of KS2 results show 75% (3 of 4) disadvantage pupils achieved ARE combined in reading, writing and maths. In reading, 75% of disadvantage pupils achieved Greater Depth, a higher percentage compared to non-disadvantage.

### Year 6

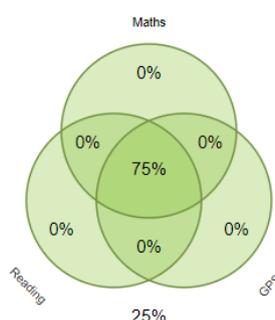
Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



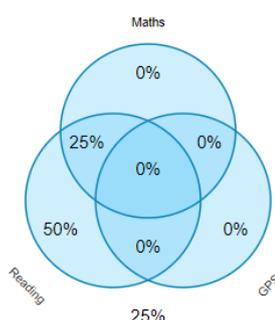
### Combined attainment

Year 6

At/above expected



Above expected



- Targeted approach had the greatest impact: small group work before and after school, split classes using the PE teacher, and 1:1 tutoring sessions.
- FTE and permanent exclusions decreased over time.
- Family and pupil surveys show that they feel safe, supported and happy with the school's offer.

The findings confirm the positive direction of our current three-year strategy. As a result, we are investing further in 1:1/small-group interventions, before and after school, and in the school holidays. A key focus will be on improving attendance through a whole-school systematic approach.