



# 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	205
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 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Headteacher/DOE
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	£6960
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	£71,520

# Part A: Pupil premium strategy plan

## Statement of intent

Our objectives for our disadvantaged pupils:

- The progress of our disadvantaged pupils should equal or exceed the progress of those who are not disadvantaged, especially in the core subjects of English and mathematics.
- They should be equipped, both academically and pastorally, to make good progress at secondary school and in later life.

Our current pupil premium strategy plan focuses on the following academic and pastoral goals:

- enhancing the quality of early years provision, especially developing children's oral language, including their vocabulary
- ensuring high-quality English and mathematics teaching in all year groups through continuing professional development, monitoring and evaluation
- using in-depth assessment to identify early any pupils who are struggling academically, and then to provide targeted support and focused intervention
- identifying and responding to pupils' social, emotional and mental health (SEMH) needs (through pastoral support) to improve their attitudes to learning and their resilience
- engaging with families to support their children's learning at home and improve their well-being
- improving pupils' attendance, punctuality and readiness to learn.

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.
1	Many children have weak oral language skills on entry, including limited vocabulary, affecting their spoken language, comprehension and, later, their writing.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2021 – 2024)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Oral language in the Early Years, including vocabulary, is improving, year by year.	<ul style="list-style-type: none"> <li>90% good level of development in C&amp;L by 2024</li> <li>90% good level of development in Literacy by 2024</li> </ul>
Good phonic knowledge and skills provide an increasingly strong foundation for children's reading and spelling.	<ul style="list-style-type: none"> <li>90% meet the threshold of the phonic screening check by 2024</li> <li>Spelling scores show year on year improvement in KS1 GPaS test (spelling)</li> <li>Gap between PP and non-PP reduces each year.</li> </ul>
Disadvantaged pupils make increasingly good progress in English from their starting points to the end of KS1	<p>Appoint academic mentor for 1:1/small group PP intervention</p> <p>KS1 teacher assessment: reading 90% working at the expected standard by 2024</p>

	<p>KS1 teacher assessment: GPaS 90% working at the expected standard by 2024</p> <p>KS1 teacher assessment: writing 90% working at the expected standard by 2024</p> <p>Gap between pp and non-PP reduces year on year in all subjects.</p>
<p>Disadvantaged pupils make increasingly good progress in mathematics from their starting points to the end of KS1</p>	<p>KS1 teacher assessment: mathematics 90% at the expected standard by 2024</p>
<p>Disadvantaged pupils make increasingly good progress in English from KS1 to the end of KS2</p>	<p>Appoint academic mentor for 1:1/small group PP intervention</p> <p>KS2 national test: reading 90% at the expected standard by 2024</p> <p>KS2 national test: GPaS 90% at the expected standard by 2024</p> <p>KS2 teacher assessment: writing 90% at the expected standard by 2024</p>

## 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: £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 RWI sessions	Implementing a systematic programme (ERF)	1
Coaching of KS1 staff by RWI 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 RWI 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: £ 27,525

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 phonics tutoring	EEF – <a href="#">one to one tutoring</a>	1,2
Collaboration with Ilsham Hub to continually review and support provision for PP children in phonics.	Early Reading Framework – Section 5: Building a team of experts	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
Assistant 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: £ 23,650

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: £ 71,520**

## 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.

The in-school testing at the end of the academic year 2020–21 drew on:

- EYFSP
- teacher assessments of writing using end of year writing expectations and moderated internally
- standardised tests of Phonics Screening Checking, Year 2 SATS, PIRA and PUMA for Years 3-5 and Year 6 SATs.

Findings relating to our disadvantaged pupils were as follows:

- Disadvantaged pupils in EYFS have had a considerable impact from lockdown and covid. Speech and language, reading and writing remain a high priority from data and in discussions with staff.
- Disadvantaged pupils have gaps in their phonological awareness and understanding after returning to school in the summer term.
- Disadvantaged pupils at the end of Year 2 (Year 3 cohort 2021–22) remain a priority in all subjects [from the data analysis]
- Disadvantaged pupils made good progress across Key Stage 2 from summative testing.
- Disadvantaged pupils have returned from lock-down requiring more pastoral support with their physical and mental health.
- Attendance measure were difficult to evaluate due to the changes in attendance over the lockdowns.
- Our staff team were able to focus on helping pupils and families with food and 1:1 tuition over lockdowns.

Pupil premium children were high-priority to have in school during school lockdowns.

### 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*

<b>Programme</b>	<b>Provider</b>
Phonics Bug Scheme, including phonics and rapid reading	Bug Club, Pearsons

## **Service pupil premium funding (optional)**

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

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a