Pupil premium strategy statement – Collis

This statement details our school's use of pupil 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

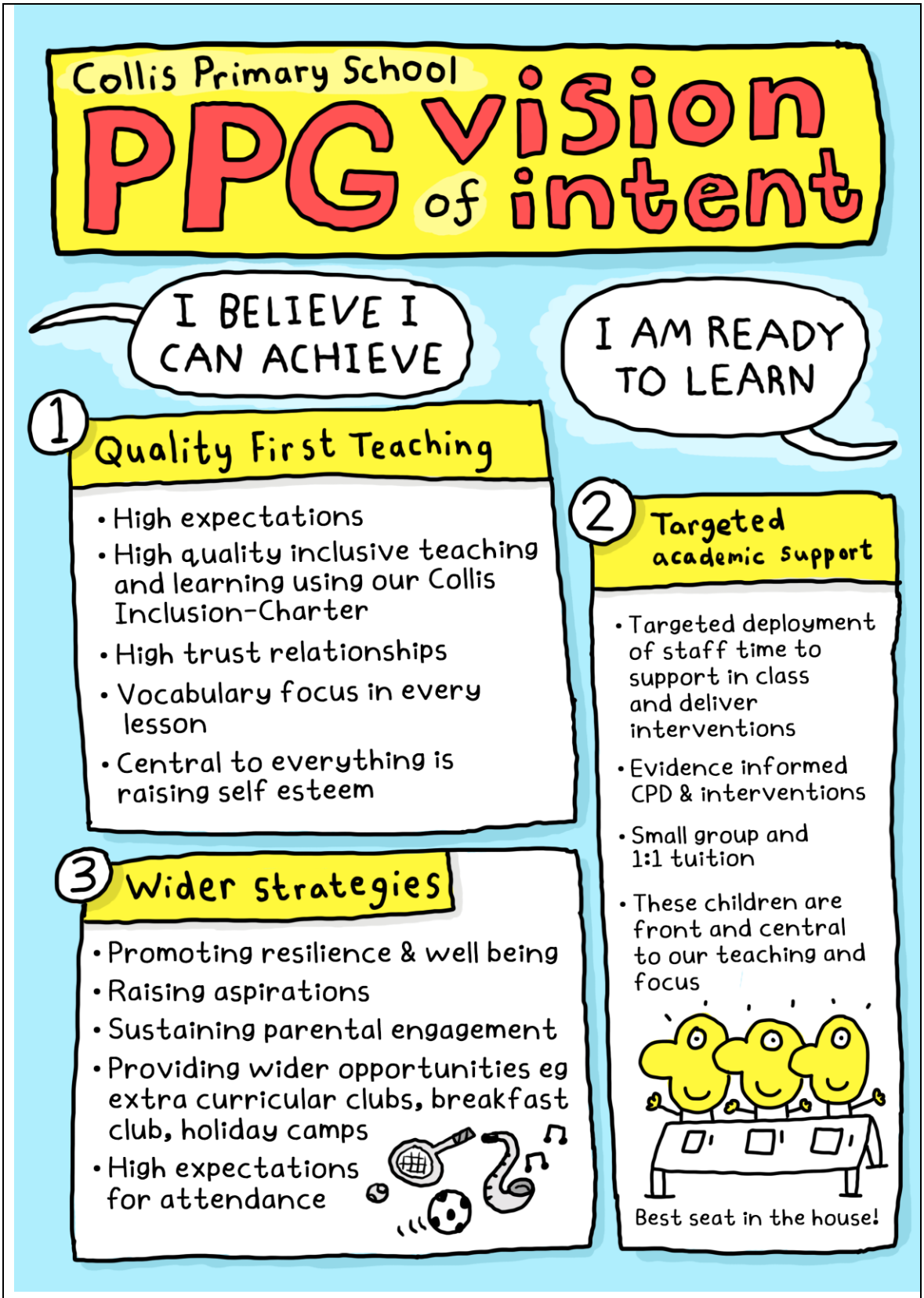
Detail	Data
Number of pupils in school	698 (658 Rec – Yr6)
Proportion (%) of pupil premium eligible pupils	62 9%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Kevin Hogston (Headteacher)
Pupil premium lead	Sophie Macartney Susie Lord
Governor / Trustee lead	Alison Beardon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,330
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*	£88,330

Part A: Pupil premium strategy plan

Statement of intent



Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate less developed oral language skills and vocabulary gaps is a trend among disadvantaged pupils. This trend is particularly evident within Early Years and KS1.
2	Through discussions with children and teacher feedback PPG children generally exhibit lower self-esteem and confidence than their peers. This is evident from Reception through to KS2 and is in general are more prevalent among our disadvantaged pupils than their peers.
3	Teacher feedback and learning walk observations indicate that some disadvantaged children including previously looked after children need social, emotional and mental health support to ensure they are ready to learn.
4	Attendance for PPG children is lower than the rest of the school and persistent absence is higher for PPG children than for the rest of the school. This has a negative impact on their social and emotional development as well as their academic progress.
5	Observations of,and discussions with PPG children show a disproportionate number have a limited breadth of cultural experience and wider opportunities.

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
Increase oral language skills to ensure less vocabulary gaps amongst disadvantaged pupils particularly within Early Years and KS1.	Assessments and observations indicate that disadvantaged pupils are confidently using tier 2 and 3 star words. Children are retaining tier 2 and 3 vocabulary and this is evident in pupil voice and book scrutiny.
Through discussions with children and teachers' feedback, low self-esteem issues will have reduced and improved confidence is evident.	Children have developed metacognitive and cognitive strategies and a growth mindset in order to improve their confidence demonstrated through and teacher feedback and pupil voice.
Emotional wellbeing strategies to be consistently used across the school including in CATS wrap-around care to support PPG children to be able to communicate how they	Zones of Regulation used in every class and in CATS wrap-around care. Children have access to emotional wellbeing support through interventions and support such as ELSA and MHST.

feel and remain emotionally regulated in school.	Qualitive data from student voice, student and parent surveys and teacher observations.
PPG children's attendance to match school average with less persistent absentees.	Gap between PPG and the rest of the school's attendance is narrowed year on year. Persistent absentee rates improve year on year.
PPG children have many wider opportunities available to them to socialise and broaden cultural experiences.	For 100% of PPG children to participate in an extra-curricular club or have experience of wider cultural experiences such as attending school events eg Fireworks Night.

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: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENDCo to attend training to achieve Gold Attachment Awareness award and disseminate Zones of Regulation and Emotion Coaching to school staff including wrap-around care staff.	EEF research shows +3 months progress/year.	2 and 3
Embedding discussions across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions such as high quality classroom discussions have high impact: EEF research shows +6 months progress/year.	1 and 2
Continue to embed training on the Inclusion Charter and specifically metacognitive and cognitive strategies.	EEF research indicates that metacognitive strategies have a high impact on outcomes (+ 7 months progress/year).	2

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
"Believing you can is the first step to achieving", a CBT and Attribution Retraining programme to improve self-belief in students aged 8-12 by Alicia R Chodkiewicz and Christopher Boyle	Alicia R Chodkiewicz and Christopher Boyle supported by research from Hattie 2009 and Wigfield 2008, recommended by EP	2 and 3
Experienced teacher supporting year 6 targeted interventions every morning	EEF Reading comprehension strategies +6 Small group tuition EEF +4 'Small group tuition is most likely to be effective if it is targeted at pupils' specific needs' Feedback EEF +6 'Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.'	1 and 2
Experienced HLTA delivering targeted interventions small group and 1:1 4 days a week	EEF Small group tuition +4 One to One tuition +5 'Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.'	1 and 2
Before and after school pre-teaching and catch up interventions delivered by teachers and homework club	EEF – Extending school time +3 'Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision'	1 and 2
TAs working across year group supporting targeted children in class and through intervention. Teaching assistants are well-trained in delivering specific interventions.	EEF Teaching assistant Interventions +4 'Interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported'	1 and 2

PPG children's attainment is tracked closely in order to identify gaps in learning. Intervention monitoring sheets and Edukey record impact and interventions are adjusted from this as part of a graduated approach.	In order for all our teachers to effectively monitor progress, analyse it and target academic support to improve the outcomes of disadvantaged pupils, it is important they have the most effective tools to use in terms of assessment and monitoring.	

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

Budgeted cost: £45,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well-being support teacher (ELSA trained), attendance officer, class teacher, leadership team and EWO to work with families to support good attendance	EEF +4 Parental engagement • Referrals to Family Systemic worker and Child Welfare Practitioner through the Mental Health Support Team (MHST) • Parent coffee mornings (including with professional advice eg for anxiety from MHST) • Parent workshops • Weekly advice in school newsletter • Use of guidance from and training about the Emotional-Related School Avoidance (ERSA) toolkit.	5
Play therapy and ELSA support	Collis School Education Psychologist EEF: 'On average, Social and Emotional Learning interventions have identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.'	3
Holiday camps, Extra curricular clubs and wider curriculum opportunities	Sullivan, A. 2001. 'Cultural Capital and Educational Attainment' Sociology.	4
CATs breakfast club to support families *Free school meals offered to some disadvantaged children*	Joseph Rowntree Foundation To support parents and families, and help attendance and punctuality, we	4 and 6

who do not qualify for FSM	offer funded spaces at Breakfast Club to all PPG children. This ensures they can arrive at school and have a healthy breakfast followed by extra-curricular activities. This means that pupils are feeling physically and emotionally prepared for learning.	
Attachment aware award	Virtual School	6

Total budgeted cost: £88,330

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information Evaluation

Pupils with expected or high prior attainment continue to make expected progress over time

Children targeted for accelerated progress reach the expected level. We track children termly and meet to discuss progress at termly pupil progress meetings. At these meetings, we look at next steps for children who haven't made expected progress and look what appropriate provision or intervention that can be put in place to support the child. Data shows an improvement in the majority of year groups. Where pupils have not made a full step of progress, intervention monitoring sheets demonstrate smaller steps of progress in their identified area of need.

All PPG children from Year 3 are invited to Homework Club as per recommendation from the EEF to ensure that no pupils have barriers to completing homework. Attendance to this club is high which allows children to consolidate learning and families to feel supported.

All children have a better understanding of how they learn and what they can do to support them in their learning

We have embedded the Inclusion Charter across the school including metacognitive strategies to enable children to better understand how they learn and what they can do to support them. We also introduced 9 example questions for teachers to use with class before, during and after an activity to improve metacognition and improve metacognitive discussions so that pupils can understand how they learn best. This will continue to be a focus, with the new PPG strategy. We have used pupil voice to check the children's understanding of this.

PPG children with SEND in Key Stage 2 now discuss their learning support plans with their teachers, so they have ownership over their individual targets and provision that is best to support them.

Building Learning Power is a whole school priority with a weekly focus, which is celebrated in a weekly assembly. Children are encouraged to focus on these key skills during their daily activities to support their learning.

Emotional well-being strategies embedded so that PPG pupils are supported to engage with learning in the mainstream

This is a whole school priority, and continues to be a significant focus for Collis Primary School. Pupil survey results show that children continue to feel supported with their emotional wellbeing. 'My school encourages me to look after my emotional and mental health.' Results for the last 3 surveys was over 90%.

Children were asked, 'if they have 5 trusted adults, who you would speak to?' Results again high, all achieving over 93%.

Our behaviour logs show improvement in behaviour and Zones of Regulation have been embedded across the school and used as a reflection tool to support behaviour.
Our school has achieved Silver Attachment Aware Award this focused on the OPAL project which has allowed a greater variety of play opportunities.
We have continued our links with MHST as part of Trailblazers to support the emotional well being of our pupils as well as offering support to our families. Our ELSA provision also continues to support individuals so that they are happy and able to engage with their learning.

Children have many opportunities available to them to socialise, broaden cultural experiences

Promoting diversity and maximising cultural capital experiences with a focus on the things children will probably not learn at home or outside school is a whole school priority. We provide a range/variety of opportunities for pupils to develop their talents. We offer one free club to all PPG children to remove any financial barrier. 85% of PPG children attended an extra-curricular club in Autumn term 2024, up from 73% in Summer 2024, due to concerted effort to improve, phoning individual parents directly to offer clubs. Children enjoy feeling part and belonging to extra-curricular club, celebrating their strengths and learning new skills. Additionally, this year we have introduced a free homework club after school. The club is offered places to PPG children first in order to remove any barriers from children completing homework due to lack of a quiet space or resources at home.

PPG pupils have improved attendance

We have embedded a clear attendance strategy where we continually monitor attendance. We have high expectations and aspirations for all pupils to continue with closing the gap. We monitor attendance daily and review any actions every 2 weeks. There has been a significant improvement in our attendance data in the last academic year.

PPG attendance for the summer term 24 we had 6 Persistent absentees and 93.6% attendance, as oppose to 15 Persistent absentees and 93.8% attendance which we had in summer 23. Our attendance strategy is having a huge impact in improving the attendance her at Collis. We acknowledge there is a small gap, but this gap is decreasing as we use our attendance strategy.

Additionally, we offer free breakfast club to all PPG families to support children to get to school on time. This offer includes breakfast.

All CLA and families feel fully supported

Strategy for parents of previously looked after children was established in liason with parents and AfC. This includes termly meetings to review and set targets in Excellence in Education plans. Very positive feedback from this. All parents know the key point of contact (Designated teacher) to support their teacher and this teacher attends all meetings along with class teacher. All children achieved their targets from Autumn 2024. Additionally, we continue to promote an open-door policy and offer workshops to support families.

Appendix 1 Comparison Data Pupil Premium and Disadvantaged Children 2024

All disadvantaged children at Collis are on the PP register

Top number is PPG who are not SEND, number below in brackets is PPG including SEND

Year 6 14 children, 2 are SEND													
	Expected or above %							Greater Depth %					
	2019 Y1	2020 Sept baseline	2021 Y3	2022 Y4	2023 Y5	2024 Y6		2019 Y1	2020 Sept baseline	2021 Y3	2022 Y4	2023 Y5	2024 Y6
Read-ing	100 (78)	86 (60)	100 (70)	100 (82)	91 (83)	92 (86)		29 (22)	14 (10)	29 (20)	67 (45)	55 (50)	25 (21)
Writing	100 (78)	57 (44)	71 (50)	78 (64)	36 (31)	92 (86)		29 (22)	14 (11)	14 (10)	11 (9)	9 (8)	0
Maths	86 (67)	86 (60)	100 (70)	100 (82)	100 (92)	83 (79)		29 (22)	0 (0)	57 (40)	67 (55)	55 (46)	33 (29)
RWM	86 (67)	57 (44)	71 (50)	78 (64)	30 (25)	75 (71)		14 (11)	0 (0)	14 (10)	11 (8)	55 (50)	0

Year 5 6 children 3 of whom are SEND Were Reception in 2019 at last point of assessment – 3 PPG children in 2019, 2 of whom subsequently diagnosed with SEND											
	Expected or above %						Greater Depth %				
	2020 Sept base-line	2021 Y2	2022 Y3	2023 Y4	2024 Y5		2020 Sept baseline	2021 Y2	2022 Y3	2023 Y4	2024 Y5
Reading	0 (0)	100 (50)	100 (50)	100 (50)	100 (67)		0 (0)	33 (17)	67 (33)	67 (33)	33 (17)
Writing	50 (20)	100 (50)	100 (50)	100 (50)	100 (50)		0 (0)	0 (0)	67 (33)	67 (33)	33 (17)
Maths	100 (40)	100 (67)	100 (50)	100 (50)	100 (50)		0 (0)	0 (0)	33 (17)	67 (33)	33 (17)
RWM	33	0 (0)	100 (50)	100 (50)	100 (50)		0	0 (0)	0 (0)	33 (17)	33 (17)

Year 4 12 children, 3 are SEND										
	Expected or above %					Greater Depth %				
	Sept baseline 2020	2021 Y1	2022 Y2	2023 Y3	2024 Y4	Sept baseline 2020	2021 Y1	2022 Y2	2023 Y3	2024 Y4
Reading	33 (33)	50 (50)	100 (83)	63 (56)	58 (78)	17 (17)	17 (17)	20 (17)	38 (33)	22 (17)
Writing	17 (17)	50 (50)	100 (83)	63 (56)	44 (33)	0 (0)	17 (17)	20 (17)	13 (11)	11 (8)
Maths	67 (67)	83 (83)	100 (83)	100 (89)	78 (58)	0 (0)	0 (0)	0 (0)	0 (0)	11 (8)
RWM	17 (17)	50 (50)	100 (83)	63 (56)	33 (25)	0 (0)	0 (0)	0 (0)	0 (0)	11 (8)

Year 3 9 children, 3 are SEND								
Expected or above %					Greater Depth %			
	2021 EYFS	2022 Y1	2023 Y2	2024 Y3	2021 EYFS	2022 Y1	2023 Y2	2024 Y3
Reading	80	50	86	83 (56)	N/A	0	0	17 (11)
Writing	60	50	71	50 (33)	N/A	0	0	17 (11)
Number	80	50	86	67 (44)	N/A	0	14	17 (11)
RWM	60	50	71	33 (22)	N/A	0	0	17 (11)

Year 2 7 children, 1 is SEND								
Expected or above %					Greater Depth %			
		2022 EYFS	2023 Y1	2024 Y2		2022 EYFS	2023 Y1	2024 Y2
Reading		67 (67)	60 (50)	60 (43)		N/A	20 (17)	20 (14)
Writing		50 (50)	80 (67)	60 (43)		N/A	20 (17)	20 (14)
Number		50 (50)	60 (50)	60 (57)		N/A	20 (17)	20 (14)
RWM		50 (50)	60 (50)	60 (43)		N/A	0 (0)	20 (14)

Year 1 7 children 4 SEN								
Expected or above %					Greater Depth %			
		2023 Spring	2023 R	2024 Y1		2023 Spring	2023 R	2024 Y1
Reading		0	67 (60)	100 (71)		0	0	0
Writing		0	67 (60)	67 (43)		0	0	0
Number		33 (20)	67 (60)	100 (71)		0	0	0
RWM				67 (43)				0

Reception 5 children 2 SEN									
Expected or above %						Greater Depth %			
		2023 Spring	2023 R	2024 Y1			2023 Spring	2023 R	2024 Y1
Reading		0	67 (60)	100 (71)			0	0	0
Writing		0	67 (60)	67 (43)			0	0	0
Number		33 (20)	67 (60)	100 (71)			0	0	0
RWM				67 (43)					0