Pupil Premium Strategy Statement 2022-23

Collis Primary School PPG vision of intent

I BELIEVE I CAN ACHIEVE

I AM READY TO LEARN

1 Quality First Teaching

- High expectations
- High quality inclusive teaching & learning
- High trust relationships



2 Targeted academic support

- Targeted deployment of staff time to support in class and deliver interventions.
- Evidence informed CPD and interventions.
- Small group and 1:1 tuition.



3 Wider strategies

- Promoting resilience & well being.
- Raising aspirations.
- Sustaining parental engagement.
- Providing wider opportunities eg extra curricular clubs, breakfast club, holiday camps.
- High expectations for attendance.



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding for the 2022-23 academic year 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 2022-23
School name	Collis Primary School
Number of pupils in school	652 (+ 66 nursery)
Proportion (%) of pupil premium eligible pupils	8.2% (59)
Academic year/years that our current pupil premium strategy plan covers	2021-24
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Kevin Hogston (Headteacher)
Pupil premium lead	Carrie Stanton
Governor / Trustee lead	Alison Beardon

Funding overview

Detail	Amount 2022-23
Pupil premium funding allocation this academic year	£79,601
Recovery premium funding allocation this academic year	£8,555
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£88,156

Part A: Pupil premium strategy plan

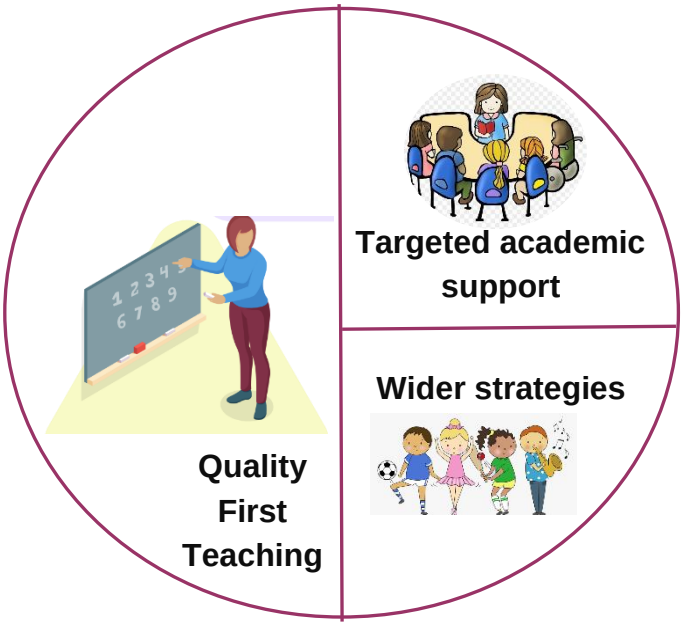
Statement of intent

Collis Primary School PPG Vision of Intent

'I believe I can achieve'
'I am ready to learn'

1. **Quality First teaching in the classroom**
- High expectations
- High quality inclusive teaching and learning
- High trust relationships

2. **Targeted academic support**
- Targeted deployment of staff time and expertise to support in class and deliver interventions
- Evidence informed CPD and interventions
- Small group and 1:1 tuition



3. Wider strategies
- Promoting resilience and well being
- Raising aspirations
- Sustaining parental engagement
- Providing wider opportunities eg.Extra-curricular clubs, breakfast club, holiday camps
- High expectations for attendance

Challenges

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

Challenge number	Detail of challenge
1	Data shows that pupils not on track who are targeted to catch up are not always making accelerated progress. End of KS2 data shows that not all PPG children maintain their end of KS1 level
2	A wide range of interventions have been used historically across the school which need evaluating and streamlining for maximum impact. Interventions do not always have a clear baseline against which to assess progress. Staff delivering interventions need to be fully trained, with ongoing support and CPD to ensure they are as effective as possible.
3	Teacher feedback and learning walk observations show that some disadvantaged children need social, emotional and mental health support to ensure they are ready to learn.

4	Observations of, and discussions with PPG children show a disproportionate number have a limited breadth of cultural experience and reduced opportunities to socialise and/or attend after school activities
5	Attendance for PPG children is lower than that for the rest of the school A disproportionate number of disadvantaged children are classed as persistent absentees and therefore miss large parts of school life. This has a negative impact on their social and emotional development as well as academic progress.
6	Ongoing discussions with CLA pupils and their families show they require additional pastoral intervention, including social, emotional and mental health support.

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
Pupils with expected or high prior attainment continue to make expected progress over time Children targeted for accelerated progress reach the expected level	Increasing number of children targeted for EXS or GD make their expected level of attainment for Reading, Writing and Maths More children achieving EXS or GD in KS1 go on to make the same level of attainment at the end of KS2 (or higher for EXS children)
Targeted intervention records demonstrate impact	Analysis of interventions on Edukey shows 95% of interventions are as effective or more effective than expected Children participating in intervention groups show progress from their start to end point
Emotional well-being strategies embedded so that PPG pupils are supported to engage with learning in the mainstream	Results of surveys from pupils, parents and staff, learning walks, behaviour logs demonstrate effectiveness of these strategies
Children have many opportunities available to them to socialise, broaden cultural experiences	Participation levels in clubs increased. Varied opportunities provided for all PPG children Wider range of school trips and experiences carefully planned to improve cultural capital for all children
PPG pupils have improved attendance	Gap between PPG and rest of the school attendance is narrowed year on year Persistent absentee rates improve year on year
All CLA and families feel fully supported	Ensure new staff are trained in attachment awareness Ongoing training for all staff to ensure consistent use of strategies Attachment aware training used to support children and families where needed across the school

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: £6,788 (2022-23)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD and quality first teaching for teachers to focus class practice on accelerated progress for identified children	The EEF guide to pupil premium Burgess 2014 Leading Quality Teaching	1
Curriculum Leaders supporting planning and modelling lessons	Hanushek 2014 Boosting Teacher Effectiveness	1

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

Budgeted cost: £46,228 (2022-23)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 UPS Teacher working 1:1 2 days a week	EEF 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
Experienced HLTA delivering targeted interventions small group and 1:1 4 days a week	EEF Small group tuition +4 One to One tuition +5	1 and 2
Before and after school pre-teaching and catch up interventions delivered by teachers	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-	1 and 2

	trained staff are more clearly linked to academic benefits than other types of extended hours provision'	
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

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

Budgeted cost: £35,140 (2022-23)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well-being teacher, attendance officer, class teacher, leadership team and EWO to work with families to support good attendance	EEF +4 Parental engagement • Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis.	3 and 5
Play therapy and ELSA support	Collis School Education Psychologist	3
Holiday camps, Extra curricular clubs and wider curriculum opportunities	Sullivan, A. 2001. 'Cultural Capital and Educational Attainment' Sociology.	3 and 4
CATs breakfast club to support families Free school meals offered to some disadvantaged children who do not qualify for FSM	Joseph Rowntree Foundation	4 and 6
Attachment aware award	Virtual School	3 and 6
Zones of Regulation	Research and Scholary Articles on The Zones of Regulation (Kuypers, 2011)	3 and 6

Total budgeted cost: £88,156 (2022-23)

Part B: Review of outcomes in the previous academic year 2021-22

Pupils with high prior attainment need to make accelerated progress over time

Data from termly assessment shows that in almost all areas, PPG children have either caught up with or exceeded their attainment from pre-lock down levels in Summer 2019. There has been a focus for CPD training on quality first teaching. Curriculum leaders have supported with planning and modelling lessons which has had a direct impact on improving the teaching and learning for all children, with particular focus on PPG children in each class. Learning walks, drop ins and book looks support this.

Targeted intervention records demonstrate impact

All interventions were planned and managed centrally using termly data to identify children most in need of support. The progress of children in each intervention was monitored termly using OTrack data and children were moved in and out of intervention groups as relevant. All interventions were carefully monitored using Outcome Reports on Edukey to ensure effectiveness e.g. pre-teach Maths, 1:1 phonic intervention and reading comprehension were identified as particularly effective while daily reading was shown to be less effective. Pupil progress monitoring forms for each year group were completed each term to identify children for support/intervention the following term. Experienced additional teachers and HLTA delivered 1:1 and small group support to identified children. Year group TAs were allocated according to need across the year group with focus children to work with in each class. Fortnightly training was given by English and Maths leads for support staff to improve knowledge and strategies for supporting PPG children and others in class. All these strategies ensured that targeted intervention for PPG children was as effective as possible and contributed to their progress. Governor visit in Autumn 2021 confirmed this robust approach to effectiveness of intervention.

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

Zones of regulation being used more widely across the school – especially effective for some PPG children to manage their emotions. Evidence of this seen during learning walks and in discussions with all staff. Parent survey at Easter showed that 97% of parents felt their child was happy at school and 96% felt their child was safe. HLTAs in Y5 and Y6 especially effective at supporting SEMH to enable some PPG children to be more ready to learn – observations by teachers and SLT on learning walks support this. Behaviour log on CPOMs shows only 5 PPG children were involved in behaviour incidents over the year. 2 of these were SEND children with an EHCP and individual behaviour plans were put in place for them.

PPG pupils have good attendance

PPG attendance at Collis from 2021-22 was 92%. Collis whole school attendance was 94%. Attendance of PPG children was carefully monitored throughout the year. A significant number of children had COVID in Spring 2022 and some parents were anxious about their children being in school. There were 13 persistent PPG absentees who brought the PPG data down. The following steps were taken during the year - phone calls home from office staff and SLT, monitoring attendance, class teachers discussing at parents evening, working with individual families to support attendance, free places at morning breakfast club, involvement of EWO.

Children have many opportunities available to them to socialise, broaden cultural experiences and focus on individual well-being

All PPG children were offered free clubs each term – only 6 children did not take up this offer during the year. A wide range of clubs was offered including chess, art, construction as well as several sports. Some PPG children were also offered and accepted free places at holiday camps to give them opportunities to socialise and broaden their experiences. Targeted PPG children benefited from Play Therapy and ELSA.

All CLA and families feel fully supported

All teaching and some support staff had Attachment Aware Training. Staff survey carried out. School received Attachment Aware School Award in July 2022. Strategies and skills learned being implemented where relevant.

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

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

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

Measure	Details
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