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 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	Collis Primary School
Number of pupils in school	678 (+42 nursery)
Proportion (%) of pupil premium eligible pupils	8.4% (57)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	
Pupil premium lead	Sophie Macartney Carrie Stanton
Governor / Trustee lead	Penny Hamilton?

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,665.00
Recovery premium funding allocation this academic year	£ 8,265.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
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	£89,930.00

Part A: Pupil premium strategy plan

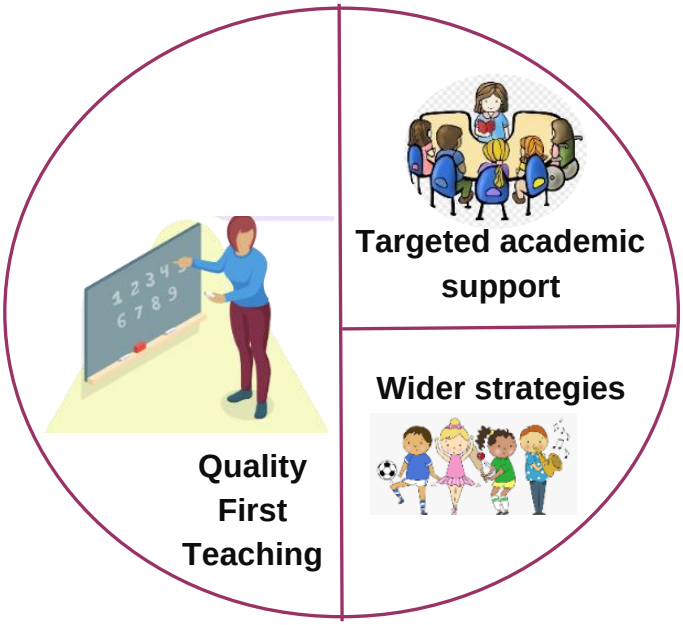
Statement of intent

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	Pupils not on track are not making accelerated progress
2	Ensuring targeted intervention has maximum impact
3	Making sure that PPG pupils' emotional well-being is strong so that they are ready to learn
4	Limited breadth of cultural experience and reduced opportunities to socialise – focus on well-being

5	Ensuring that all PPG pupils have an excellent level of attendance.
6	Ensuring all CLA and families are fully supported

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 high prior attainment need to make accelerated progress over time	Greater than expected % for KS2 RWM in 2021 at like for like levels
Targeted intervention records demonstrate impact	Interventions have become more targeted to needs identified.
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
PPG pupils have good attendance	PPG attendance is in line with national average PA is at 95%
Children have many opportunities available to them to socialise, broaden cultural experiences and focus on individuals well-being	Participation levels in clubs increased. Varied opportunities provided for all PPG children
All CLA and families feel fully supported	We become an Attachment aware 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: *£ 17,125*

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	1 and 2
Curriculum Leaders supporting planning and modelling lessons	The EEF guide to pupil premium	1 and 2

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

Budgeted cost: £ *36,957*

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-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

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

Budgeted cost: £ *35,848*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well-being teacher 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.	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.	4
CATs breakfast club to support families	Joseph Rowntree Foundation	4 and 6
Attachment aware award	Virtual School	6

Total budgeted cost: £ *89,930*

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales. *If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.