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 feel and remain emotionally regulated in school.	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.

	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 e.g. 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. PPG children's attainment is tracked	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

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 who do not qualify for FSM*	Joseph Rowntree Foundation To support parents and families, and help attendance and punctuality, we offer funded spaces at Breakfast Club to all PPG children.	4 and 6

	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

Increase oral language skills to ensure less vocabulary gaps amongst disadvantaged pupils particularly within Early Years and KS1

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.

We have implemented a new intervention to support self-esteem ("Believing you can is the first step to achieving") and through working with the Educational Psychologist have identified a graduated approach with the next steps.

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 feel and remain emotionally regulated in school.

Zones of Regulation are used in every class. Zones of Regulation now used in CATS wrap-around care as part of the Attachment Aware Gold Award which Collis achieved.

Evidence-based intervention to build self-esteem established in Key Stage 2 ("Believing you can is the first step to achieving") as above.

Clear progress demonstrated in emotional support through interventions and support such as ELSA and MHST. Attended ELSA training and established a new, clear system for baselining and monitoring the impact of progress towards an identified, SMART target.

SENDCo attended a 2 day Anna Freud Mental Health Lead training and we have used this to help us to clearly identify need and support systems.

Ofsted parent view: 100% of families say their child is happy at this school.

PPG children's attendance to match school average with less persistent absentees.

The gap between PPG and the rest of the school's attendance is narrowed year on year.

Whole school attendance 2023/2024 - 96.2% and 2024/2025 - 96.7%

PPG attendance 2023/2024 - 93.97% and 2024/2025 – 94.56%

PPG Persistent Absentees 2023/2024 We had 9/43 (21%) and 2024/20 25 – We had 7/50 (14%)

PPG attendance has improved year on year and the number of Persistent absentee rates has also improved year on year.

PPG children have many wider opportunities available to them to socialise and broaden cultural experiences.

All PPG children offered free tickets to fireworks and a free club each term.

84% of PPG children attended an extra-curricular club (69% in 2023/2024)

Appendix 1 Comparison Data Pupil Premium and Disadvantaged Children 2024/25

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 End of year targets set for 6 children, 3 have SEND									
	Expected or above %					Greater Depth %			
	Autumn end 2024	Spring end 2025	Summer end 2025	Summer end 2025 Target		Autumn end 2024	Spring end 2025	Summer end 2025	Summer end 2025 Target
Reading	67 (33)	67 (33)	100 (67)	100 (67)		0 (0)	50 (33)	67 (33)	67 (33)
Writing	0 (0)	0 (0) 100/0	100 (50)	100 (50)		0 (0)	0 (0)	0 (0)	33 (17)
Maths	67 (33)	67 (33)	100 (67)	100 (67)		33 (17)	33 (17)	33 (17)	33 (17)
SPaG	100 (50)	100 (50)	100 (50)	100 (67)		33 (17)	33 (17)	67 (33)	33 (17)
RWM	0 (0)	100 (0)	100 (50)	100 (50)		0 (0)	0 (0)	0 (0)	33 (17)

NB Year 6 data for Autumn and Spring end is based on their **actual** attainment in SATs papers i.e. these percentages of children have **already** achieved either EXS or GDS in a SATs paper. At Autumn end, no children have yet achieved EXS in writing as there is not yet evidence in their books for all the Y6 SATs criteria.

In all other year groups the term end figures are based on whether children are on track for EXS or GDS at the **end** of the school year. So, these children should go on to achieve EXS or GDS but are not guaranteed to do so.

Year 5 End of year targets set for 13 children, 4 have SEND									
	Expected or above %					Greater Depth %			
	Autumn end 2024	Spring end 2025	Summer end 2025	Summer end 2025 Target		Autumn end 2024	Spring end 2025	Summer end 2025	Summer end 2025 Target
Reading	70 (57)	70 (50)	80 (57)	78 (53)		10 (7)	20 (14)	20 (14)	22 (15)
Writing	40 (29)	40 (29)	60 (42)	56 (38)		10 (7)	10 (7)	10 (7)	11 (8)
Maths	80 (64)	80 (64)	70 (50)	89 (62)		0 (0)	0 (0)	10 (7)	11 (8)
RWM	20 (14)	40 (29)	10 (7)	56 (38)		0 (0)	0 (0)	0 (0)	11 (8)

Year 4 End of year targets set for 9 children, 3 have SEND									
	Expected or above %					Greater Depth %			
	Autumn end 2024	Spring end 2025	Summer end 2025	Summer end 2025 Target		Autumn end 2024	Spring end 2025	Summer end 2025	Summer end 2025 Target
Reading	67 (56)	86 (60)	86 (60)	83 (56)		17 (11)	29 (20)	43 (30)	17 (11)
Writing	33 (22)	29 (20)	29 (20)	67 (44)		0 (0)	0 (0)	0 (0)	17 (11)
Maths	67 (44)	57 (44)	43 (30)	83 (67)		17 (11)	29 (20)	14 (10)	17 (11)
RWM	33 (22)	29 (20)	14 (10)	67 (44)		0 (0)	0 (0)	0 (0)	17 (11)

Year 3 End of year targets set for 8 children, 3 have SEND									
	Expected or above %					Greater Depth %			
	Autumn end 2024	Spring end 2025	Summer end 2025	Summer end 2025 Target		Autumn end 2024	Spring end 2025	Summer end 2025	Summer end 2025 Target
Reading	60 (38)	75 (50)	75 (50)	60 (38)		20 (13)	0 (0)	25 (13)	20 (13)
Writing	60 (38)	75 (38)	75 (38)	60 (38)		20 (13)	25 (13)	25 (13)	20 (13)
Maths	60 (38)	75 (38)	50 (12)	60 (50)		20 (13)	25 (13)	25 (13)	20 (13)
RWM	60 (38)	75 (38)	50 (25)	60 (38)		20 (13)	0 (0)	25 (13)	20 (13)

Year 2 End of year targets set for 8 children, 3 have SEND									
	Expected or above %					Greater Depth %			
	Autumn end 2024	Spring end 2025	Summer end 2025	Summer end 2025 Target		Autumn end 2024	Spring end 2025	Summer end 2025	Summer end 2025 Target
Reading	80 (63)	60 (33)	75 (50)	100 (75)		20 (13)	40 (22)	25 (11)	20 (13)
Writing	80 (63)	80 (44)	75 (56)	100 (63)		0 (0)	20 (11)	25 (11)	20 (13)
Maths	80 (50)	40 (33)	50 (33)	100 (75)		20 (13)	20 (11)	0 (0)	20 (13)
RWM	40 (25)	40 (22)	50 (22)	100 (63)		0 (0)	20 (11)	0 (0)	20 (13)

Year 1 End of year targets set for 5 children, 2 have SEND									
	Expected or above %					Greater Depth %			
	Autumn end 2024	Spring end 2025	Summer end 2025	Summer end 2025 Target		Autumn end 2024	Spring end 2025	Summer end 2025	Summer end 2025 Target
Reading	67 (60)	67 (60)	100 (80)	100 (80)		0	0	0	0
Writing	100 (80)	67 (40)	100 (80)	67 (40)		0	0	0	0
Maths	30 (40)	67 (80)	100 (80)	100 (60)		0	0	33 (20)	0
RWM	33 (20)	33 (40)	100 (80)	67 (40)		0	0	0	0
Phonics			100 (100)						

Reception End of year targets set for 7 children, 0 are SEND						
	Expected or above %					Greater Depth %
	Autumn end 2024	Spring end 2025	Summer end 2025	Summer end 2025 Target		No GD level will be given for EYFS profile from July 2022.
Reading	43	71 (63)	83 (71)	NA		
Writing	29	57 (50)	67 (57)	NA		
Maths	29	71 (63)	100 (86)	NA		
GLD	No overall GLD assessment done at Autumn end	No overall GLD assessment done at Autumn end	67 (57)	NA		