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	686 (633 Rec – Year 6)
Proportion (%) of pupil premium eligible pupils	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)**	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
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	£85,155
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*	£85,155

Part A: Pupil premium strategy plan- Statement of intent

Universal provision at Collis


Daily Attendance



Daily Check in building High Trust Relationships


Behaviour Expectations


Powerful Routines


Reading and Vocabulary focus


Collis Principles


Home Contact



Targeted provision for our "Famous Five"

In order to ensure all children are ready to learn and believe they can achieve, disadvantaged children will receive more of the above eg. contact with home at least twice a term; more regular check-ins.

We promote resilience and wellbeing through research-based approaches ("Believing you can is the first step to achieving").

We provide wider opportunities eg extra-curricular clubs and breakfast club.

Collis Principles

Evidence-Led Teaching using a knowledge rich curriculum with high expectations for all children

Direct Instruction 	Small step learning and modelling- Watch me, Help me, Show me (gradually fade guidance) Planned concise explanations using clear, succinct language Explain vocabulary with visuals- using examples and non-examples to deepen understanding Metacognitive strategies (questions to think about the learning process and connecting to prior learning)
Checking for understanding 	Maximise participation through conscious use of frequent AfL strategies and universal response techniques (mini whiteboards, choral response, multiple choice hinge questions, cold calling) Correct any misconceptions immediately Support staff carefully deployed
Retrieval Practice 	Retrieval practice strengthens memory moving knowledge into the long-term memory Thinking time to learn and recall ("We remember what we think about") independently and with carefully chosen learning partners Spaced retrieval
Behaviour for learning 	"Attention is the currency of learning" Clear routines for behaviour and expectations Ensure all pupils are listening when teacher is talking Facing the front and sitting up straight Nothing in hands, tracking the speaker Environment clear of distractions

Challenges

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

Challenge number	Detail of challenge
1	Reading (22 out of 62 PPG children are below expected standard in Reading (35% of PPG children)
2	Class teacher and Senior Leadership observations demonstrate that 50% of disadvantaged do not show consistently good behaviour for learning which is impacting their engagement and understanding.
3	Attendance for PPG children is lower than the rest of the school (94,1% v 96.4% and persistent absence is higher for PPG children than for the rest of the school (15% v 3.9% for whole of school). This has a negative impact on their social and emotional development as well as their academic progress.
4	Our internal MHST referral form and observations highlight wellbeing and anxiety as a challenge for our disadvantaged children affecting 26% of children in the last academic year. (16/62=26%)
5	Observations and discussions with PPG children show a disproportionate number have a limited breadth of cultural experience and wider opportunities.
6	Attainment gap across the curriculum.

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
Reduce attainment gap in Reading between PPG and the rest of the school.	Attainment gap is reduced from 35% in Reading between PPG and rest of school.
Consistent use by staff of the Collis Principles (evidence-based approaches to support behaviour for learning. Pupils show good listening, high levels of engagement and active) with no discernible difference between more advantaged pupils and disadvantaged pupils' in this.	All children to show good behaviour for learning so that they are engaged and active in their learning.
The attendance gap between disadvantaged pupils and non-disadvantaged pupils continues to diminish.	Reduce attendance gap between PPG and rest of the school.
Children to show demonstrable progress in being able to manage their wellbeing and have strategies to support them in this.	Children able to emotionally regulate through knowing strategies and techniques to support themselves.

PPG children attend an after-school club and have access to CSA events (through funding support) in order to have access to all wider opportunities in school 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.
Reduce attainment gap across the curriculum.	Compared to last year, attainment gap is reduced for Reading, Writing and Maths.

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: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on explicit teaching with active engagement through the Collis Principles to transfer learning in to the long term memory through Staff meetings, gallery lessons, peer drop ins, videoing good practice.	“Just tell them- The power of explanations and explicit teaching” Zach Groshell, PHD	1, 2, 4, 6
Explicit teaching with active engagement through the Collis Principles to transfer learning in to the long term memory	“Just tell them- The power of explanations and explicit teaching” Zach Groshell, PHD	1, 2, 6
All children demonstrate good behaviour for learning.	“Just tell them- The power of explanations and explicit teaching” Zach Groshell, PHD	1,2,6

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

Budgeted cost: £36,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce clear reading strategy with allocated adults to facilitate this.	DfE Reading Framework	1, 6
Strategy to support wellbeing and anxiety including "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	4
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, 2 and 6
2 experienced HLTAs 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 6
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 6
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' In order for all our teachers to effectively monitor progress, analyse	1, 2 and 6

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.	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: £43,655

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Strategy, targeted provision for the "Famous Five": 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.	3
Play therapy and ELSA support (dedicated 1:1 and small group sessions 3 afternoons a week and an ELSA trained practitioner who is out of class available for daily check-ins.	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.'	4
Extra-curricular clubs and wider curriculum opportunities	Sullivan, A. 2001. 'Cultural Capital and Educational Attainment' Sociology.	5
CATs breakfast club to support families	Joseph Rowntree Foundation To support parents and families, and help attendance and punctuality, we offer funded spaces at Breakfast Club to all PPG children. This ensures they can arrive at school and have a healthy breakfast	4 and 6

	followed by extra-curricular activities. This means that pupils are feeling physically and emotionally prepared for learning.	

Total budgeted cost: £ 85,155

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out 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 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**
n/a
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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.