

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Colliers Green Primary School
Number of pupils in school	112
Proportion (%) of pupil premium eligible pupils	3.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2023-2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Josephine Hopkins Headteacher
Pupil premium lead	Josephine Hopkins Headteacher
Governor / Trustee lead	John Speller Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5540 (4 children)
Recovery premium funding allocation this academic year	£2000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£7540

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

In addition to the academic attainment of all pupils, it is also important to us that the social and emotional wellbeing of all our children is taken into account, and that they all have the opportunity to experience a rich and varied curriculum.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

As we have a small number of disadvantaged pupils, we will provide a tailored approach, specific to their individual needs, that is rooted in diagnostic assessment.

Challenges

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

Challenge number	Detail of challenge
1	Internal and external (where available) assessments indicate that maths and reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
2	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.

3	Our observations indicate that the experiences outside the core academic curriculum for our disadvantaged pupils do not always match up to those of our non-disadvantaged pupils.
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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
Improved reading attainment among disadvantaged pupils.	As the pupil numbers involved are so small, it is not appropriate to apply percentages, however our aim is for all disadvantaged pupils to reach the expected standard in reading by the end of KS2.
Improved maths attainment among disadvantaged pupils.	As the pupil numbers involved are so small, it is not appropriate to apply percentages, however our aim is for all disadvantaged pupils to reach the expected standard in maths by the end of KS2.
All of our pupils should have the opportunity to participate in events that are going to enrich their learning and understanding about the wider community and beyond.	All disadvantaged pupils will have had the same opportunities to participate as non disadvantaged pupils, including financial support with clubs, trips, kit, uniform.
Children who come into school feeling happy, safe and confident are better equipped to learn, take risks in their work and challenge themselves.	Happy, safe children as measured by pupil questionnaires and Leuven Scales. Work scrutiny and teacher reports/PPM minutes show evidence of challenge and risk taking.

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: £ 0

Activity	Evidence that supports this approach	Challenge number(s) addressed
-	-	-

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 tuition sessions with specialist teacher.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)	1
After-school maths intervention for small group of identified Y6 children	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.	1

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

Budgeted cost: £ 5540

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lunches for 4 children over 6 terms.	N/A as the lunches are bought in from Cranbrook Grammar at a cost	2

	for the school, a portion of the Pupil Premium money received covers this.	
Support with paying for residential	At present there is insufficient evidence to suggest that an outdoor learning experience has a positive impact on children academically, however the school believes that it is important that all children have access to the wider curriculum regardless of financial background.	3
Family Liaison Officer extra hours	<p>Social and emotional learning approaches have a positive impact of on average of four months progress on children's academic outcomes over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>In addition, the school believes the emotional wellbeing of children to be of the utmost importance, particularly as lasting effects of the pandemic are still being observed for some children.</p>	2

Total budgeted cost: £5540

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.

During COVID-19, it was difficult to implement a pupil premium strategy owing to the disruption to the children's learning. Children from disadvantaged families, of which there were two during 2020-2021, were supporting with online learning and regular contact with the school was maintained. One family moved away from the area and left the school during the course of the year. During lockdown, the other child was given personalised learning that they were able to access independently and continue to make progress, from their starting point, even when the children were not in school.

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Over the course of the year, 10 children (included those identified as being eligible for Pupil Premium) received 6 or more sessions of 1:1 tuition with a specialist teacher. This enabled all the children involved to grow in confidence, and also allowed a personalised approach toward teaching the gaps that each individual had in English and/or maths. Close communication between the specialist teacher and class teacher maximised the impact of these sessions and ensured that strategies taught were built upon in class.

The year 5 and 6 children attended a week-long residential during term 1, the cost of which was covered for 3 eligible children. Clubs, uniform and other trips were also funded for eligible children over the course of the year, ensuring that all children had access to the same opportunities.

Externally provided programmes

Programme	Provider
Star assessments	Renaissance
Accelerated Reader	Renaissance