

# Pupil premium strategy statement

## Colliers Green Primary School

### 2025-2026

#### Our vision:

Colliers Green is a family. We are a small rural school set in beautiful surroundings, where everyone feels welcomed and valued. We provide a caring, supportive and calm learning environment, rooted in our Christian values of aspiration, resilience and community. We encourage and nurture our children to flourish, and grow into their potential and achieve academic success, becoming compassionate individuals and valued citizens of God's world.

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 outcomes for disadvantaged pupils last academic year.

#### School overview:

Detail	Data
Number of pupils in school	109
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Josephine Hopkins Headteacher
Pupil premium lead	Josephine Hopkins Headteacher
Governor / Trustee lead	John Speller Chair of Governors

**Funding overview:**

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£10,605
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	£10,605

## 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	<b>Quality of teaching and learning opportunities</b> Internal and external (where available) assessments indicate that maths and reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
2	<b>Improve wellbeing and learning behaviours</b> Observations indicate that disadvantaged children can often struggle with lower wellbeing and self-esteem compared to their peers, plus reduced self-

	regulation. This can result in a decrease in their ability to focus and actively participate in their learning. Mental health concerns and readiness to learn are prevalent amongst this small cohort, necessitating targeted support through pastoral care, wellbeing interventions, and support with attendance.
3	<b>Wider curriculum opportunities</b> 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.

## 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. In 24-25, all pupil premium children reached the expected standard in reading, writing and maths.
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. In the year 24-25, this was the case.
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.
Children will collectively have >95% attendance over the course of the academic year, and no pupil premium children will be persistently absent.	Regular tracking of attendance will identify any drops in attendance early on. Early intervention will have taken place in order to increase attendance or prevent further reductions.

## 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: £ 2700

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: <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	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: £7905

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lunches for 5 children over 6 terms.	N/A as the lunches are bought in from Cranbrook Grammar at a cost for the school, a portion of the Pupil Premium money received covers this.	2
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
Support with after-school clubs / wraparound	Children have subsidised access to after school clubs if required, plus breakfast and after-school care if needed by the parents.	3
Family Liaison Officer extra hours	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	2

**Total budgeted cost: £10,605**