Colehill First School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Colehill First School
Number of pupils in school	149
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023-2025
Date this statement was published	September 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Sharon Staddon
Pupil premium lead	Sarah Fairman
Governor / Trustee lead	Emma Clipson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 30,555
Recovery premium funding allocation this academic year	£ 2,900
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	£ 33,455

Part A: Pupil Premium Strategy Plan

Statement of intent

Our intent:

For every one of our disadvantaged pupils to achieve their full potential academically, socially and physically, attaining educational outcomes that are at least in line with those of their peers. We want them to play a full and active part in school and community life, enjoying the same breadth of opportunities offered to all pupils, so that they can continue to learn and develop effectively right through into adulthood and enjoy happy, fulfilling and productive lives.

Our ultimate objectives are to:

● Ensure all teaching and learning meets the needs of all the pupils

● Remove barriers to learning created by poverty, family circumstance and background

 ● Narrow any attainment gaps between disadvantaged pupils and their non-disadvantaged peers

● Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum

● Develop confidence in their ability to communicate effectively in a wide range of contexts

● Enable pupils to look after their social and emotional wellbeing and to develop resilience.

● Access a wide range of opportunities to develop their knowledge and understanding of the world

Our Context:

Colehill First School a one form entry first school and is part of Initio Learning Trust. Colehill is predominantly an area of low deprivation and currently 12% (23) of our pupils are disadvantaged. Currently only 2 PP child is also SEND.

Achieving our objectives:

Our Pupil Premium Strategy Plan works towards achieving these objectives in the following ways:

> ● By ensuring that our teachers invest time in knowing their learners very well, building strong relationships with them, and understanding their challenges. Teachers plan and deliver quality first teaching each day that addresses

these challenges. They are mindful of who the disadvantaged children are within the class and take every step to maximise their access to resources and opportunities and their engagement in school and with home learning.

- By ensuring that reading and numeracy are well founded so that these critical skills are not barriers to present or future achievement.

- Deliver a well sequenced and progressive curriculum for all pupils

- By ensuring that our disadvantaged pupils are supported to build the highest levels of confidence, self-esteem and learning esteem so that they believe in themselves and can aspire to achieve their personal goals and ambitions regardless of their academic starting points.

- By ensuring that our disadvantaged pupils feel positive about coming to school, are keen to attend regularly and participate fully in school life and parents of these children are enabled to support them as fully as possible. The relationship between the school and parents is open, communicative, supportive and underpinned by ready access to additional services at an early stage of need.

- By ensuring that there is targeted academic support for disadvantaged pupils, precisely focused on specific identified areas of need. This is underpinned by training for all staff to maximise the effectiveness of this support.

- By ensuring timely targeted intervention is in place to enable our disadvantaged pupils to have full access to all of the resources necessary to support them in achieving their potential, including technology, language, literature, cultural resources, enrichment _opportunities_ alongside resources to ensure healthy growth and development.

- By taking all possible steps to maximise attendance and reduce absence and persistent absence for these pupils.

- By maximising access to technology for all of our pupils.

In achieving these intentions our strategy is informed by best practice evidence from the DfE and Education Endowment Fund (EEF).

As an Initio Learning Trust school, we also strive to meet the trust's ambition of…
'Enabling everyone to flourish in our communities and beyond'.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through a carefully sequenced curriculum alongside the analysis of data. Class teachers will identify barriers and provide appropriate provision through individual pupil premium plans, specific interventions and support for individual pupils which will be reviewed termly. Alongside academic support, we will ensure that those pupils who

have social, emotional and mental health needs will access high quality provision from appropriately trained adults including our Pastoral Support Worker/ELSA.

Challenges

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

Challenge number	Detail of challenge
1	Some eligible pupils have gaps / delays in early speech and language development, leading to specific difficulties with articulation, aural comprehension, reading, phonics and writing.
2	A number of eligible pupils have gaps in their knowledge and understanding, for a range of reasons, which negatively affect their capacity to use and apply their learning across curricular contexts and subjects.
3	Some eligible pupils have low levels of confidence, self-esteem and / or difficulties in making secure peer – peer relationships. This is providing an additional challenge to academic progress in an already challenging curriculum which demands resilience.
4	A very small number of pupils exhibit behavioural / attitudinal issues, including poor concentration and distractibility, leading to potential misconceptions and underachievement in their learning.
5	Some eligible pupils are experiencing barriers to learning due to lack of access to a language rich environment and/or a learning focused environment.
6	Some families lack the financial capacity to enable their child/ren to access basic school equipment and/or curricular enrichment / extra-curricular opportunities.
7	A small number of eligible children have lower attendance than typical for the school, and their punctuality is variable.

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
Improve speech, language and communication skills for eligible pupils across the school.	SALT assessment confirms gaps are reduced / eliminated. Pupils meet termly SALT support plan targets and maximise progress in reading, writing, speaking and listening by the end of the Key Stage. S, L & C needs do not grow into a long term barrier to progress / attainment.
Effectively address gaps in pupils' knowledge and/or skills through additional bespoke interventions as required.	Gaps no longer prevent pupils from achieving targeted outcomes as a result of PP mentor support / effective intervention strategies.
Ensure there is appropriate strategic oversight in planning to meet the needs of PPE pupils, and good communication with SENCo, including effective, joined-up monitoring of those pupils who fall into both SEND and PPE categories.	Pupils in the PPE + SEND category make at least comparable progress with those in the PPE non-SEND category. Effective joining up of PPE and SEN provision leads to holistic provision planning for key pupils. For pupils whose SEND present significant additional barriers to progress, there is clear measurable progress against specific SEND targets.
Build confidence, self-esteem, learning esteem and social skills of eligible pupils with bespoke support from ELSA /Pupil Premium Mentor / pastoral support in-class.	Emotional literacy assessments show progress over time from baseline scores and/or reflect improved balance in pupils' profiles across all areas of EL; Class teachers report progress in learning engagement termly through support plan reviews; Pupils make at least comparable progress to their peers and achieve at least targeted outcomes by end of year, with no eligible children 'dropping off' their flightpaths; Higher performing pupils demonstrate attainment at greater depth across a range of subjects.
Enable eligible pupils a) to recognise the need to focus and concentrate and b) to readily ask questions to seek clarification if they do not understand a task	Behavioural / attitudinal factors do not inhibit learning outcomes and progress over time, leading to pupils securely achieving their individual end of year targets, ARE / GD depending on subject.

Enable eligible pupils to receive support with home learning in school. Provide additional opportunities as required	Eligible pupils make targeted progress and securely achieve ARE / GD by the end of the academic year. Engagement with parents of these children will be maximised.
Targeted ELSA support to address identified developmental needs, health and well-being	Eligible pupils to engage fully with learning and wider school life experiences, minimising anxiety and addressing individual needs effectively as shown on PP Support Plan target reviews.

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 Priorities

Budgeted cost: £ 10,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching teaching for Mastery through a well sequenced and progressive curriculum	A high quality curriculum ensures all children develop the knowledge and skills as the building blocks for future learning. By working collaboratively as part of a Trust in order to create a progressive curriculum, our children's learning is supported in the best way possible. [Mastery learning	EEF](#)	1,2
CPD underpinned by Rosenshine Principles of Instruction and WalkThrus	The use of video, such as Tom Sherrington's Walkthrus, is identified as a particularly effective element of professional development that enables teaching staff to review their own and reflect on others' actions in the classroom. [https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send](#)	1,2,3,4

QFT – ways-in	Identifying 'ways-in' for children with additional needs helps to ensure that these needs can be met within the classroom whilst accessing QFT rather than being taken out for specific interventions. Ofsted will expect 'ways-in' to be identified for children needing additional support.	1,2,3,4
Metacognition and self-regulation ● Continued effective use of 'growth mindset' approach (learning line) ● Subject / task specific metacognitive strategies. ● Learning culture - 'TRACK' acronym.	EEF evidence suggests up to 7 months additional progress - disadvantaged pupils need to be taught these strategies explicitly. [Metacognition and self-regulation	EEF](#)	1,2,3,4

Collaborative Learning approaches ● pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates ● Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. This is distinct from unstructured group work.	EEF evidence suggests that pupils make an additional 5 months' progress, on average, over the course of an academic year. There is some evidence that collaborative learning approaches may benefit those with low prior attainment by providing opportunities for pupils to work with peers to articulate their thinking, share knowledge and skills and address misconceptions through peer support and discussion. Collaborative learning approaches	EEF	2,3,4
Home / Remote Learning ● Improved access to, and support with, home learning and on-line learning platforms introduced in 2020-21.	EEF toolkit confirms that pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils. As a result we continue to prioritise access to technology both hardware and platforms to support home and remote learning.	2,3

Feedback	EEF toolkit confirms there are positive	2,3,4
• All staff engaged in ongoing review of feedback to ensure it has impact and leads to rapid progress across all pupils groups, regardless of starting points.	impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors. Feedback | EEF	

Targeted academic support (including structured interventions)

Budgeted cost: <mark>17,720</mark>

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring • Key targeted adult to act as a role model for key pupils • Build confidence and relationships • Develop resilience and character • Raise aspirations	EEF evidence confirms this has a small positive impact. Our approach is to combine mentoring with academic support for specific targeted curriculum areas. The same adult in the mentoring role is also providing academic support. Our experience over the past 4 years is that this has an enhanced positive impact. Mentoring | EEF	2,3,4,5

Phonics ● *targeted intervention in class and small groups* ● *systematic and synthetic teaching structure*	EEF evidence suggests a 5 months impact. Decoding skills progress more quickly in children who have had less exposure to a variety of vocabulary at home and fewer books and learning materials. Phonics	EEF	2,3,4
Teaching assistance intervention ● Early language intervention ● Talk for writing ● Catch up for Literacy and Numeracy ● Specialist therapeutic interventions inc.SALT	EEF suggests 4 months additional progress across the year. Teaching situations where teaching assistants deliver targeted interventions to individual pupils or small groups lead to even higher rates of progress. Teaching Assistant Interventions	EEF	2,3,4,5
Mastery Learning i.e. Precision Teaching	Subject matter is broken into blocks or units with predetermined objectives and specified outcomes. Learners must demonstrate mastery on unit tests, typically 80%, before moving on to new material. Any pupils who do not achieve mastery are provided with extra support through a range of teaching strategies such as more intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework. Learners continue the cycle of studying and testing until the mastery criteria are met. Mastery learning	EEF	2,3

Wider Strategies

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

Budgeted cost: £2650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maximising engagement and participation Support to access equipment, uniform, educational enrichment opportunities as required for eligible individuals / families. Work with targeted families to increase parental engagement with pupils' academic progress.	EEF - average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.	6,7
Maximising attendance and Punctuality *Maximise punctuality and attendance for individually identified eligible pupils.*	DfE report from 2016 confirms that, for each KS2 and KS4 measure, overall absence had a statistically significant negative link to attainment – i.e. every extra day missed was associated with a lower attainment outcome. Extending this to look at individual reasons for absence did not add a greater understanding of the link between absence and attainment.	7
Social and Emotional Learning *ELSA support and well being intervention*	Research published by the Education Endowment Foundation in their Teaching and Learning Toolkit provides evidence to indicate the positive impact of Metacognition and Self-Regulation as well as Social and Emotional Learning as being +7 and +4 respectively. This indicates that it has a positive impact on children's learning. In addition, research by the Journal Educational Psychology in Practice on the impact of the ELSA programme on pupil well-being suggests that the ELSA programme has a perceived positive impact on multiple	4,5,6,7

	components of pupil well-being including positive emotions, negative feelings, engagement, resilience	

Total budgeted cost: £<mark>30600</mark>

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 2021 to 2022 academic year.

Aim	Target	Outcome
Progress in reading	PP children to achieve ARE PP children to achieve progress in line with non pupil premium pupils	95 % PP 86% Non PP 90%
Progress in writing	PP children to achieve ARE PP children to achieve progress in line with non pupil premium pupils	64% PP 82% Non PP 84%
Progress in Maths	PP children to achieve ARE PP children to achieve progress in line with non pupil premium pupils	82% PP 86% Non PP 87%
Phonics	PP children to meet phonics benchmark PP children to achieve progress in line with non pupil premium pupils	PP 57% Non PP 93%
Attendance	High attendance levels and good relationships with families	
Attitudes to learning	Well motivated students with good attitudes.	

Due to Covid 19, national performance measures were unavailable as benchmark comparators, so we used the following data to understand the progress of our pupils:

- Teacher assessment data for end of year in 2021, informed by Test Base results for Y3 and Y4, mock SATs for Y2, and mock phonic screening results for Y1;
- End of EYFS profile results for pupils in Reception year;
- Reading age data using STAR reader and Salford tests.

- Spelling age data using SWST.

We believe based on this evidence that the Pupil Premium Strategy at Colehill First School had a positive impact on our disadvantaged pupils in 2021-22. The majority of PPE pupils at Colehill First School continued to make progress at least in line with their progress flightpaths and achieve outcomes comparable to those attained by non-eligible pupils in our school across all three core subjects.
Evidence from External Validation is given below:

External Challenge Partner Visit Post Lockdown - Summer 2021
Interventions and targets are focused. The new IEP forms are being used effectively, with review notes made against the clear and specific targets.

Priority points from Challenge Partner visits and noted in our School Self Evaluation include development of the recording of targets for PP children to ensure that staff across the school are aware of all pupils' targets, not just those whom they teach, and to facilitate a whole school approach.

External Challenge Partner Visit Comments - May 2021:
There have been examples of pupils supporting each other's welfare, for instance when teachers have organised a circle of friends for a pupil needing support, or through a playground buddy bench. More recently, the commitment that pupils have shown to upholding boundaries of their bubbles and Covid safety precautions are also good indicators of commitment to others' welfare.
• Attendance is currently very high, at 98%. Disadvantaged attendance is higher than the national average for all pupils. There is very little persistent absence.
• The school is confident the pupils feel safe.

Service Pupil Premium Funding

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?	High quality teaching and support staff CPD for staff - memory training School uniform, school trips and experiences, after schools clubs, forest school support offered ELSA support
What was the impact of that spending on service pupil premium eligible pupils?	Eligible pupils made expected progress in line with their flightpaths and achieved outcomes that were at least in line with those of their peers.

Pupil Premium Strategy Outcomes 22/23

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Aim	Target	Outcome
Progress in reading	PP children to achieve ARE PP children to achieve progress in line with non pupil premium pupils	PP 78% Non 91%
Progress in writing	PP children to achieve ARE PP children to achieve progress in line with non pupil premium pupils	PP 80% Non 87%
Progress in Maths	PP children to achieve ARE PP children to achieve progress in line with non pupil premium pupils	PP 86% Non PP 88%
Phonics	PP children to meet phonics benchmark PP children to achieve progress in line with non pupil premium pupils	100 % Non PP 93%
Attendance	High attendance levels and good relationships with families PP attendance for year 92.5% Non PP 95.7%	
Attitudes to learning	Well motivated students with good attitudes.	

We have used the following data to understand the progress of our pupils:

- Teacher assessment data for end of year in 2023, informed by Test Base results for Y3 and Y4, SATs for Y2, and mock phonic screening results for Y1;
- End of EYFS profile results for pupils in Reception year;
- Reading age data using STAR reader and Salford tests.
- Spelling age data using SWST.

We believe based on this evidence that the Pupil Premium Strategy at Colehill First School has had a positive impact on our disadvantaged pupils in 2022-23 particularly in Maths and phonics where the children matched or exceeded the non-PP children. We recognise that attainment is not on par with non-PP in Writing and Reading and have identified the children this relates to. Many of these children have significant SEND needs and reflect our changing trend of PP families who are harder to engage than in previous years. The children who did not achieve ARE remained on their flight paths and have been identified for additional support next academic year.

Our new phonics programme is showing good results in phonic assessments and we expect this to have an impact in time. We will monitor this closely.

Enhance strategies using Roseshines principles of learning across school have been enhanced this academic year and we will monitor the impact on our PP group.

Evidence from External Validation is given below:

Ofsted visit report - https://files.ofsted.gov.uk/v1/file/50216331