



Mid-Trent  
Multi Academy Trust



# Colwich CE Primary School

*God is Love, so we: Learn to Love; Love to Learn; Learn for Life.*

## Pupil Premium Strategy Statement

**2023 - 2024**



## School overview

Detail	Data
Number of pupils in school	112
Proportion (%) of pupil premium eligible pupils	7% (8 pupils)
Academic year/years that our current pupil premium strategy plan covers	2022 - 2023 2023 - 2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Alison De Ste Croix
Pupil premium lead	Alison De Ste Croix
Governor / Trustee lead	Claire Farish

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 9934
Recovery premium funding allocation this academic year	£ 2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£ 11 934</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Colwich, our intent is that all our children flourish and become life-long learners irrespective of their background or the challenges they face. We want them all to make good progress and achieve highly across all subject areas. We also aspire for them all to leave school with an understanding of their emotional and physical wellbeing so they have the resilience to cope at high school and beyond.

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.

***The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.***

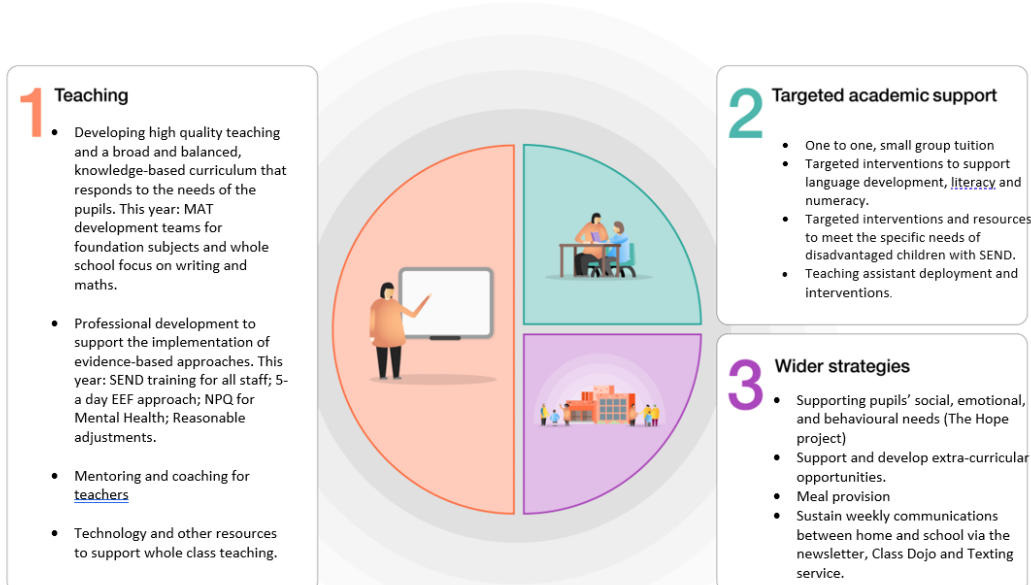
Improving the impact of teachers on pupil achievement in the UK - Sutton Trust (2011), p.2

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 well as quality first teaching, targeted support and wider strategies, as illustrated below by the adapted EEF model, will be there for those that need more support either academically or socially and emotionally.

During Covid, we have been looking at catch-up and now need to adopt a keep-up approach whenever possible. Learners are proactively identified as at risk of being 'off-track' to meet the expected standards or personal targets set for them and swift, impactful intervention is delivered at the earliest opportunity.

A TIERED APPROACH TO PUPIL PREMIUM SUPPORT 2023\_2024  
Colwich CE Primary School



*God is love, so we Learn to Love; Love to Learn; Learn for Life*

## Challenges

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

Detail of challenge
<p><b>1. Attainment</b></p> <p>Learners in receipt of pupil premium are not all yet meeting the expected standards in Reading, Writing and Maths by the end of Key stage 2. (numbers of disadvantage learners is extremely low therefore % not included)</p>
<p><b>2. SEND</b></p> <p>Half of children receiving pupil premium funding are identified as potentially having special needs and are currently being monitored.</p>
<p><b>3. Interventions</b></p> <p>Interventions, whilst impacting on specific target areas, are not yet impacting on pupil outcomes in Reading, Writing and Maths.</p>
<p><b>4. Behaviours for Learning</b></p> <p>A significant amount of our disadvantaged children have difficulties with independent learning behaviours. They also lack self-confidence.</p>
<p><b>5. Mental Health and Wellbeing</b></p> <p>Some of our disadvantaged learners have greater social and emotional needs than peers.</p>
<p><b>6. High attainers</b></p> <p>Significantly less disadvantaged learners meet greater depth than their non-disadvantaged peers.</p>
<p><b>7. Enrichment</b></p> <p>A significant proportion of our disadvantaged learners lack the financial resources to afford school trips and educational visits. They have limited access to cultural-capital activities and experiences outside of school as a result of financial hardship and rely on school to provide these.</p>

## Intended outcomes (2022 – 2024)

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
To raise attainment of disadvantaged learners in Reading, Writing and Maths by the end of Key Stage 2.	Over 65% of disadvantaged children to achieve expected at the end of Key Stage 2
To raise attainment of children in Early Years and Year 1 so that 'gap' to peers are closed as soon as possible.	PP children are 'on track' by the end of Year 1. They are 'keeping up' rather than 'catching up'.
PP learners with potential SEND needs are prioritised to ensure identified needs are proactively met and impact on outcomes is minimised.	All PP learners who potentially have SEND are assessed swiftly with a suitable provision plan in place identifying specific, individual needs. These are understood by teachers and parents.
Interventions for PP learners are SMART and impactful for specific needs as well as on pupil outcomes more widely.	PP provision map shows that all interventions are SMART from the outset. The Provision map shows that the vast majority of academic interventions are impactful. Provision

	<p>map shows that 80% of PP interventions have a sustained, positive impact on pupil outcomes in the relevant subject area.</p>
<p>PP learners have the skills and knowledge to flourish academically, socially and emotionally.</p>	<p>PP children are confident in their ability and have high aspirations for themselves as learners and more widely. School offers a wide-range of successful SEMH interventions which meet the needs of PP learners within the school and allows them to thrive. The provision map shows that SEMH interventions are well-planned to address specific challenges faced by learners and that these interventions are impactful and that sustained impact is seen on outcomes across the curriculum. PP children are enabled to access a range of wider-curriculum activities and life experiences.</p>

## 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: £4 000

Activity	Evidence that supports this approach	Challenge number
<p><b>High Quality CPD for all teachers and teaching assistants.</b></p> <p>ECT MAT development groups 1:1 Coaching Engagement in Maths Hub programmes Weekly staff development meeting EEF Subject leader research time NPQ award SEND training</p>	<p>CPD is selected and informed by EEF research and other educational evidence:</p> <p>Included and not limited to: <i>EEF – <a href="#">Professional Development guidance</a></i> <i>Sutton Trust – <a href="#">Improving the impact of teachers</a></i></p>	<p>1,2,3,6</p>
<p><b>Effective Leadership and monitoring of Pupil Premium/ SEND</b></p> <p>Pupil progress meeting Moderation Intervention reviews Data analysis SENCO drop ins</p>	<p>Teaching Assistant Interventions (which make up the majority of our interventions in school) are found to have a positive impact upon outcomes for learners (+4 months) however require careful monitoring to ensure they are well-delivered, so that pupils receive the large benefits of structured interventions.</p> <p><i>EEF – <a href="#">TA interventions</a></i></p>	<p>1,2,3,6</p>



## Targeted academic support

Budgeted cost: £ 7 000

Activity	Evidence that supports this approach	Challenge number(s)
<p><b>Extra reading opportunities and library time</b></p> <p>Focused library time Daily reading</p>	<p>Children who are given extra time to practise their reading in smaller groups, as well as take part in a deeper discussion about the book, will grow in confidence which will impact all areas of the curriculum.</p> <p><i>EEF – <a href="#">Small group tuition</a></i></p>	<p>1,2,3,6</p>
<p><b>Targeted interventions for reading, writing and maths based on assessment</b></p> <p>1:1 TA support TA Small group support 1:1 Tutoring with a teacher Group tutoring with a teacher Little Wandle – catchup and keep up</p>	<p>Both One to One Tutoring and TA Interventions suggest that work is most effective when TAs are delivering structured intervention 2,7,12 programmes and that support must be planned so that it does not reduce learners access to high-quality teaching in the classroom.</p> <p><i>EEF – <a href="#">Small group tuition</a></i> <i>EEF – <a href="#">TA interventions</a></i> <i>EEF - <a href="#">Tutoring</a></i></p>	<p>1,2,3,6</p>
<p><b>Early Intervention – SEND</b></p> <p>Prioritised Assessment Impact Reviews</p>	<p>Evidence shows that SEND support varies nationally and access to services, support and assessment can be a ‘postcode lottery’ (DFE, 2017). Education Policy Institute (2021) research found that vulnerable pupils are more likely to be subject to SEND “under-identification”, citing reasons such as: moving schools; being frequently out of school; trauma as reducing the likelihood of a child being identified with SEND compared with otherwise similar children.</p> <p><i>EPI - <a href="#">Identifying Pupils with Special Educational Needs and Disabilities</a></i> <i>DfE - <a href="#">SEN Support: A Rapid Evidence Assessment</a></i></p>	<p>2</p>



## Wider strategies

Budgeted cost: £ 1 690

Activity	Evidence that supports this approach	Challenge number(s)
<b>SEMH Support for all pupils</b>  Nurture Hope Project sessions Amazing People Programme Friendship Friday	Children who are able to access pastoral support regarding their emotional health and wellbeing, will be happier in themselves and therefore happier in their learning. They will flourish.  <i>EEF - <a href="#">SEL</a></i>	4, 5
Access to educational visits, residential trips and extra-curricular activities.	Children who are able to access all curriculum experiences will have a deeper knowledge of the given curriculum areas. Taking part in extra-curricular activities will develop self-esteem and self-confidence.  <i>EEF - <a href="#">Outdoor Adventure Learning</a></i>	4,5, 7

**Total budgeted cost: £ 12 690**



## Part B: Review of previous academic year (2022 - 2023)

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

<b>Pupil Premium Funding Information 2022-2023</b>		
<b>Academic Year</b>	<b>Number of eligible pupils</b>	<b>Total Pupil Premium allocated</b>
2022 -2023	Between 7 & 9 during the year	£15 420

### **Outcomes for disadvantaged pupils**

We have analysed the performance of our school's disadvantaged pupils during the 2022/2023 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Due to the low amount of children we can not comment on end of year results as this would identify individual children. There was also not enough children in last year's year 6 therefore comparisons of performance of our disadvantaged pupils compared to those at a national and regional level are meaningless.

Although improved from last year, in general, the progress and attainment of the school's disadvantaged pupils in 2022/23 was still below their peers. This can be attributed to disruption to interventions and quality first teaching due to changes in staff as well as a delay in referring children for SEND assessments. This meant that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

Absence among disadvantaged pupils was in line with that of their peers in 2022/2023.

Wellbeing and mental health issues remain significantly higher than before the pandemic, particularly with our disadvantaged learners.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The newly appointed SENCO will be playing a more significant role in monitoring our disadvantaged learners.