

# Pupil premium strategy statement 2023-2025

This statement details our school's use of pupil premium (and recovery premium for the 2022-23 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	Colton Primary School
Number of pupils in school	238
Proportion (%) of pupil premium eligible pupils	8.8%
Proportion (%) of pupils receiving Free School Meals	6.6%
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	September 2024
Statement authorised by	Caroline Johnson
Pupil premium lead	George Orchard
Governor / Trustee lead	Vicki Lickley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,110 (2023-24)
Recovery premium funding allocation this academic year	£2,000 + £2,000 (School led)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£34,110

## Part A: Pupil premium strategy plan

### Statement of intent

At Colton Primary School, the vision for our disadvantaged pupils is the same as it is for every other child - to inspire and support all pupils to be confident, successful life-long learners. We want our disadvantaged pupils to achieve at least the same as their non-disadvantaged peers.

We recognise that eligibility for pupil premium funding is not the sole indicator of disadvantage and therefore use the funding to target pupils and families we know who experience disadvantage, despite perhaps not being eligible for the funding. Our intent is to use this funding to address the inequalities between children so that the experiential attainment gap closes by the end of KS2.

Each pupil has a unique set of circumstances, and children can present with a range of barriers to learning and achievement. Our current pupil premium strategy ensures that we are focused on high quality first teaching and pastoral support for all. We want to ensure that these pupils receive appropriate provision and experiences to help enrich all aspects of their life. Colton's 'Curriculum for Life' offers opportunities to develop the cultural capital of all students through a range of opportunities - such as experiencing live music and appreciating the arts, by visiting an art gallery or the theatre.

The key principles of our strategy are underpinned by the research and findings from The Education Endowment Foundation. With relatively low numbers of eligible children, funding will be used to maximise the impact for pupil or groups who are vulnerable to underachievement through quality first teaching, targeted support and high-quality pastoral care.

The Pupil Premium Grant and Recovery funding will be utilised to provide:

- Quality First Teaching in the classroom for all pupils, including specialist music provision
- Provide small group work and individual 1:1 tuition to close gaps in learning with a qualified teacher or HLTA
- Additional teaching and learning support in target classes through an additional teacher
- Robust teaching of Early Reading and Phonics
- Specific learning intervention programmes such as Lexia, LBQ, barrier games and Dynamo Maths
- A graduated approach to pastoral support for all children
- Nurture, anxiety and emotional well-being support in small groups and 1:1 sessions
- Support for families to improve attendance of anxious or disadvantaged pupils
- Graduated approach to communication, speech and language development across Early Years and KS1
- Financial support to access iPads, school uniform, visits and extra-curricular activities

A member of the Local Governing Body has responsibility for monitoring the Pupil Premium Grant funding and impact, which is discussed regularly at LGB meetings. Outcomes and pupil progress are monitored through the school's assessment procedures and all work that is funded will be quality assured. There will be an external evaluation in 2024/25.

### Challenges

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

Challenge number	Detail of challenge
1	<p>Through observation and knowing our children, we have identified that 35% of our disadvantaged pupils have Social, Emotional and Mental Health (SEMH) needs.</p> <p>30% of our eligible pupils have been in the care of the local authority or on a Child Protection plan.</p> <p>26% of our disadvantaged children are CLA or post CLA</p> <p>26% of our PPG pupils also have an additional need or disability</p>

2	In 2022-23, attendance figures for disadvantaged pupils are slightly lower than their non-disadvantaged peers at 94.7% and 96.4% respectively. 80% of disadvantaged pupils had attendance of 90% or above in 2022-2023. 38% of disadvantaged pupils had attendance of 100%. This is an improvement on 2021-22. 1 pupil needed support in order to attend school, regularly.
3	To ensure any disadvantaged pupils who are not attaining in line with their peers catch up rapidly, with the aim of all reaching ARE by the end of KS2.
4	On entry to Nursery and Reception in 2021-22, there was a significant difference in PSED, PD and communication compared to previous years. Children have not experienced the usual playgroups and early education and can present with SEMH needs. In 2023, nursery children settled quickly but children joining reception from other settings had a significant deficit in PSED, listening and attention.
5	Speech & language skills on entry to Reception were lower overall and this impacts the learning of phonics and early reading. Administration of the Reception Baseline in September 2023 identified listening and attention as an area for intervention (active listening and recognising non-verbal signals in particular). We also recognised a need for oracy and vocabulary development.

## 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
To increase the % of pupils attaining GLD.	Graduated approach to communication, speech and language development across Early Years. Increased % at expected for ELG for Communication and Language and Literacy.
To increase attainment in phonics	Increase the % of children passing the PSC in year 1 and year 2, particularly for disadvantaged pupils.
To increase attainment in reading	Increase the % of pupils who attain ARE in reading. Pupils to shine as readers who can discuss literature confidently.
To increase attainment in writing	Increase the % of pupils who attain ARE in writing and ensure all children see themselves as writers.
Disadvantaged pupils to attain in line with their peers.	Any gap between disadvantaged pupils and non-disadvantaged peers will be narrowing.
Disadvantaged pupils with SEMH needs access learning in line with non-disadvantaged peers.	Pupils feel safe, happy and ready to learn. Pupils with additional needs will be effectively supported to access the curriculum. Pupils will demonstrate increased confidence and resilience and reduced anxiety through levels of pupil engagement and nurture provision sessions. Any gaps between attainment of disadvantaged pupils and non-disadvantaged peers will be narrowing.
Increase attendance so that disadvantaged pupils attend school in line with	Regular register checks and robust monitoring of codes to identify any patterns. Swift identification of pupils who are at risk of becoming PA.

their national non-disadvantaged peers.	Supportive conversations and firm / fair approach to working with parents and carers.
Disadvantaged pupils have access to experiences and opportunities in and out of school to help them progress and achieve success in the future.	Pupils are equipped with the knowledge, skills and cultural capital they need to be successful learners and confident young people. For disadvantaged children to have experienced live music performances, learnt to play a musical instrument and visited the theatre as part of our high quality curriculum offer, enrichment and Curriculum for Life.
To make accelerated progress towards GLD and the ELG's and narrow any attainment gap.	Structured long term curriculum plan which is flexible and follows the children's interests and needs. Targeted support and teaching for PSED, SEMH, phonics and maths so that pupils are settled and learning. Effective monitoring in the areas of provision, including modelling the use of full sentences, expanding vocabulary and scaffolding learning in areas. Speech and Language interventions and vocabulary, increased ELG in Communication, Personal, Social and Emotional Development and Language and Literacy.

## Activity in this academic year

1. This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching

**Budgeted cost: £ 20,000**

Activity	Evidence that supports this approach	Challenges
<b>Additional teacher hours / HLTA</b> to support classes with a high proportion of disadvantaged pupils. <b>£14,000</b>	<b>EEF – Quality First Teaching</b> Reducing class size ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ) Additional hours will be used to target disadvantaged pupils, deliver bespoke interventions, and support whole class teaching to ensure accelerated progress. Pupils' barriers to success will be identified early in the autumn term, and interventions planned to close these as quickly as possible. Disadvantaged pupils in lower KS2 will continue to access additional teaching hours of support in class during the academic year (carrying on from 2022-23).	<b>1,2,3</b>
<b>Read Write Inc Phonics Scheme Training and early reading resources</b> <b>£6,000</b>	The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. (EEF, 2021). Phonics   EEF ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ) Read Write Inc phonics training was rolled out September 2023 and the phonics reading scheme updated to ensure high quality teaching of early reading. Our Phonics and English Leaders are supporting staff, pupils and families to maximise the impact on our children and their early reading skills during EYFS and Y1. The	<b>2,3,4,5</b>

	school has a significant proportion of new staff who needed first hand or refresher training.	
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## Targeted academic support

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenges
<b>Maths intervention</b> Dynamo Maths (£2000)	<a href="https://educationendowmentfoundation.org.uk">EEF   Dynamo Maths (educationendowmentfoundation.org.uk)</a> Bespoke personalised learning to those vulnerable to under achievement in maths. Children will have targeted learning pathways to pre teach concepts and consolidate basic skills.	3
<b>Communication and Language Approaches</b> EYFS staff work closely with SALT to deliver quality S&L interventions Implementation (£ 1500)	<b>EEF:</b> Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary, and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.  Oral language interventions (educationendowmentfoundation.org.uk)  Nursery staff have been trained to screen pupils' speech and language. The SALT will provide support for staff to deliver interventions. Staff will also develop oracy and vocabulary.	4,5
<b>1:1 tuition</b> (£4000)	<b>EEF</b> Small group tuition ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ) Existing teaching staff will provide tutoring for targeted pupils Tutoring, in small groups before and/or after school was more impactful, because our children responded better to their familiar adults from school. Personalised learning opportunities were specifically tailored to overcome a pupils' individual barriers are linked closely linked whole-class teaching to prevent further gaps in the curriculum, and therefore learning, developing. Children grew in confidence and made rapid progress towards age related expectations, although some children will continue to require support next year to fully catch up.	3

## Wider strategies

Budgeted cost: £ 6,500

Activity	Evidence that supports this approach	Challenges
<b>Learning Mentor nurture sessions</b> for targeted pupils to ensure access to learning and <b>promote attendance</b> of disadvantaged pupils	The <b>EEF</b> research outlines social and emotional approaches can have a positive impact on learning of up to 4 months' additional academic progress. Effective monitoring of such interventions is required to ensure impact. Evidence recognises the importance of being able to effectively manage emotions in order to learn successfully. There is also research to show that targeted and universal approaches to behaviour can have positive overall effects of 4 months or more.	1,2

<b>(£ 5000)</b>	<p>At Colton Primary School, we use a range of approaches which are personalised to each child; supporting them socially, and emotionally which has a positive impact on their mental health. Our learning mentor alongside senior leaders, gives the appropriate intervention (either 1:1 or small group) and monitors a child's development. This also includes making effective links with parents and carers. A range of interventions will be facilitated by our Learning Mentor and SLT.</p> <p>Attendance is generally excellent. However, we know that attending school can be challenging for a small minority of our families. Our Pastoral Lead liaises closely with these families, supports with anxieties and promotes good attendance. Bespoke plans will be implemented for children causing concern.</p>	
<b>Subsidised enrichment such as educational visits, after school clubs and Holiday Clubs (£ 1000)</b>	<p>The <b>EEF</b> outlines participation in the Arts, access to physical activity and access to Summer schools amongst strategies that can have positive impact on pupils.</p> <p>At Colton Primary School, we offer a range of enrichment opportunities, such as after school clubs. Disadvantaged pupils are targeted to attend, and these clubs are subsidised or free. The clubs cover a range of areas such as choir, football, arts and crafts, board games, dance and gymnastics. In addition, children have the chance <b>to learn an instrument through whole class ukulele in KS2, Music for Schools and Artforms.</b></p> <p>We are also fortunate to work closely with the Leeds United Foundation to offer a number of our disadvantaged families access to holiday clubs, which are either subsidised or free of charge. Pupils with additional needs are supported to attend our clubs.</p>	<b>1,2,3,4,5</b>
<b>Access to a full school uniform, shoes and coat. £500</b>	<p>To promote pride, a sense of belonging and SEMH, parents can access funds to purchase a full school uniform. This ensures disadvantaged children have the opportunity to look and feel the same as their peers.</p>	<b>1</b>

**Total budgeted cost: £ 34,000 (receiving £34,110)**



## 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 2022-23 academic year.

#### **TEACHING**

##### **1. Specialist Music Teaching**

'Neuroscientists have discovered multiple ways that musical training increases brain volume and strengthens communication between brain areas. Playing an instrument changes how the brain interprets and integrates a wide range of sensory information, especially for those who start before age 7'. These findings were presented at the Neuroscience 2013 conference in San Diego.

High quality specialist music teaching has had a significant impact on our pupils. Children in EYFS have rapidly learned to attend (listen), take turns and this has supported the deficit identified in PSED. This has developed further in KS1, improving aural memory and confidence.

There are a range of studies that have shown that have regular music lessons, including learning an instrument have many benefits - including a positive impact on brain development. In addition to our statutory music curriculum, children in KS2 also receive free whole-class instrument lessons each year for a half term block; learning the ukulele.

Pupils report high levels of well being and joy when taking part in music lessons. The impact of this strategy is highly engaged children who have developed many transferable skills through music which support their confidence, resilience and learning across the whole curriculum.

##### **2. RWI Phonics training (refresher) and interventions**

Children in EYFS and KS1 love books and enjoy reading for pleasure.

Data is positive, and the dip in Y1 phonics check results in 2022 was cohort specific due to a high number of SEND pupils.

73% of children were reading at the expected level by the end of KS1 in July 2022 and 66% of disadvantaged pupils in Y2 were at the expected level (2 out of 3 children).

PSC 2023

Outcomes for PSC Y1 June 2023 were 87% - a rise of 18% from 2022 (at 69%)

Y2 resits: 8 pupils retook and 38% passed. The other 5 children have complex additional needs, including 2 who have EHCP's.

100% of disadvantaged pupils passed PSC in 2023

##### **3. Additional teacher hours**

Additional hours were used to target disadvantaged pupils, deliver bespoke interventions, and support whole class teaching to ensure accelerated progress.

Pupils' barriers to success were identified early in the autumn term, during pupil conversation meetings. We assessed gaps in learning and planned interventions and strategies, to close these as quickly as possible. Interventions for maths and English, including phonics catch up and 1:1 tuition ensured children narrowed the gap with their peers.

Disadvantaged pupils will continue to access additional teaching hours of support in class during 2023-24 academic year.

#### **Impact on outcomes in 2023**

##### **Reading**

Reading ELG: 73%

KS1 Reading 78% at ARE up from 76% in 2022 (with 2x EHCP pupils removed) and above National at the higher standard

KS2 Reading 77% with 30% children achieving the higher standard for reading in 2023.

## **Writing**

Writing ELG: 70%

KS1 Writing 63% (with 2 x EHCP pupils removed) and 20% gained the higher standard – National was 8% (with SEND removed from KS1 - Writing ARE 63%).

KS2 Writing 70% (88% with all SEN pupils removed)

## **Maths**

Number ELG: 80%

KS1 Maths 78% (with 2x EHCP removed) and 23% attained higher standard – National was 17%

KS2 Maths 87% at ARE with 40% attaining the higher standard, up from 33% in 2022.

**With SEND pupils removed, 97% gained ARE. KS2 Progress Score** in maths +2.88 (2022 was +2.42 = sustained strength).

## **TARGETED ACADEMIC SUPPORT**

### **Reading intervention**

Lexia enabled us to improve children's confidence about reading, self-esteem and to being successful readers. 80% of the children made accelerated progress.

The programme supported learning in school and at home. Assessment of RWI phonics and reading abilities resulted in personalised learning pathways and high levels of engagement from the children.

Personalised learning for children who were disadvantaged or working in the bottom 20% and vulnerable to under achievement in reading, resulted in strong reading outcomes across the school (see data summary above)

Reading Progress score from KS1-KS2 was +1.08 (above National which was + 0.04) and up from +0.21 in 2022.

### **1:1 and small group tuition**

The majority of children taking part in the tutoring programme were disadvantaged and in receipt of Pupil Premium

7 pupils received a total of 50 hours of face to face tutoring in from school based staff in 2021-22, and 66% of these pupils were on the SEN list. The impact was to embed key skills such as the 4 operations in number and writing effective sentences. This pre teaching was used to develop confidence and ensure children could then access quality first teaching in the classroom, with their peers. This had a positive impact on their self-esteem and well-being.

Personalised learning opportunities were specifically tailored to overcome a pupils' individual barriers. These were closely linked to whole-class teaching to prevent further gaps in the curriculum, and therefore learning, developing. Children grew in confidence and made rapid progress towards age related expectations, although some children will continue to require support next year to fully catch up to ARE.

35% of disadvantaged pupils were on track to attain ARE in maths, reading and 30% in writing in September 2021 and this increased to 50% for reading and maths and 45% for writing attaining ARE in the summer (15% increase) across YR to Y6.

### **Communication, Speech and Language Approaches and interventions for targeted pupils in Early Years.**

EYFS staff have worked closely with our traded Speech and Language Therapist. They accessed bespoke, high quality training and are now able to screen pupils to identify speech and language deficits. Practitioners then deliver quality interventions right from nursery, to help prevent and address any gaps in attainment. Additional funding allows targeted interventions to run alongside whole class teaching.

All children have made rapid progress towards the Early Learning Goals for communication and language development. Attainment in PSED and CL aspects were quickly improved as a result of whole class focused teaching and targeted interventions across the EYFS. Several pupils in this cohort have additional needs and may take longer to attain the expected standards.



## **GLD Data from 2023:**

CLL – ELG 1 (LA&U) 77% ELG 2 (S) 80%

PSED - ELG 3 (SR) 77% ELG 4 (MS) 90% and ELG5 (BR) 93%

## **WIDER STRATEGIES**

### **1. Pastoral Lead and Learning Mentor to promote attendance and well-being of disadvantaged pupils**

Through our wider strategies in school, pupils have higher levels of well-being in school, (evidenced in pupil voice surveys). Incidents of poor behaviour are rare, but the children have been so engaged in the various activities, we have noticed a reduction in the low-level incidents and fall outs. Children feel happy and ready to learn. A small minority of our looked after (and previously looked after) children continue to access support for SEMH needs both in school and through the Cluster.

Attendance is generally good with Disadvantaged Pupil attendance at 94.7% in 2022-23. Of these, 55% of disadvantaged pupils had attendance of 96% or above, up from 50% in 2021-22.

However, we know that attending school can be challenging for a small minority of our families. Our Pastoral Lead liaises closely with these families and promotes good pupil attendance, particularly for those from disadvantaged backgrounds. Most absence is due to genuine illness or un-authorised holidays. Our target is to bring this in-line with their non-disadvantaged peers. A significant proportion of our disadvantaged pupils also have SEMH needs and anxiety.

Strategies used to support attendance include regular telephone calls to parents, check in meetings, letters informing those at risk of becoming persistently absent, informal discussions, formal meetings and attendance support from Cluster. Evidence so far has shown these strategies have improved attendance for most of our disadvantaged pupils as anxieties have reduced.

*An external review of Pupil Premium stated 'While seeing a group who still find concentration difficult, both the pupils and the staff member were very clear on the improvements they had made and that they are now engaged with their learning... It was also good to see the group being taught in the outdoor teaching space the school has created.' Dr Andrew Cummings, June 2021.*

### **Attendance of groups is above national in all areas in 2022/3**

Disadvantaged 94.7%

Looked After Children 99.6%

FSM 93.3%

SEN 95.5%,

### **2020-2021**

Whole School Attendance Data: 98.1%

Disadvantaged pupil attendance data: 95.9%

36% of disadvantaged pupils had attendance of 99% or above in 2020-21

### **2021-2022**

Whole School Attendance Data: 98.5%

Disadvantaged pupil attendance: 94.5%

50% of disadvantaged pupils had attendance of 96% or above in 2021-22, up from 36%.

### **2022-23**

Whole School Attendance Data: 96.4%

Disadvantaged pupil attendance: 94.7%

55% of disadvantaged pupils had attendance of 96% or above in 2022-23, up from 50%.

### **Extra-Curricular clubs and enrichments**

All disadvantaged pupils have been invited to attend after-school clubs free of charge.

100% of disadvantaged pupils attended all the class enrichment visits and experienced live musical performances.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Lexia Literacy Software for Schools	LexiaUK
Dynamo maths	Jelly James Publishing
Learning By Questions	Bowland Charitable Trust
Spelling Shed	EdShed
Times Table Rock Stars	Mathscircle Ltd.