

## Pupil premium strategy statement 21-22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	240
Proportion (%) of pupil premium eligible pupils	6% (13 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Caroline Johnson
Pupil premium lead	Karen Weddle
Governor / Trustee lead	Sally Hilton

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,175
Recovery premium funding allocation this academic year	£2,000
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	£24,175

# 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.

It is widely acknowledged that the effects of Covid-19 and the resulting loss of learning during the school closures has had a detrimental impact on children, especially the disadvantaged. The Pupil Premium Funding and the Recovery Premium are additional funds allocated to schools to support the children who are entitled to free school meals or have been entitled in the last 6 years. At Colton, 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.

Almost 6% of our school population are eligible for Pupil Premium funding. This is well below the national figure of 22% (2020 – 2021). 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 using the funding in a targeted way. 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, we will adopt a personalised approach when choosing how to target support. Funding will be used to maximise the impact for a particularly vulnerable pupil or groups.

Colton Primary school will:

Ensure that the pupil premium funding is used to provide additional educational support to accelerate progress and raise attainment for these pupils, therefore closing the gap with their non-disadvantaged peers.

Ensure that the pupil premium funding reaches individuals and groups of pupils, and that it makes a significant impact on their education and their lives overall.

Ensure that all children have equality of opportunity to access our Curriculum for Life and enrichment opportunities.

Monitor pupils progress through the school's assessment procedures and all work that is funded will be quality assured. There will also be an external evaluation.

## Challenges

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

Challenge number	Detail of challenge
1	40% of our disadvantaged children are in one cohort (6 pupils).
2	27% of our disadvantaged children are CLA or post CLA. Social, emotional, and mental health needs (SEMH) can be a barrier to learning for some of our disadvantaged pupils.
3	20% of our PPG pupils also have an additional need or disability. (3 children)
4	During both Covid-19 lockdowns, we invited our disadvantaged children into school. Some children missed these learning opportunities and therefore returned to school with gaps in

	their knowledge and understanding. This also led to reduced levels of motivation and resilience, particularly among our disadvantaged pupils.
5	73% of Colton's disadvantaged pupils have lower attainment than their non-disadvantaged peers in English and in Maths. 27% are working at Age Related Expectations.
6	Attendance figures for disadvantaged pupils are slightly lower than their non-disadvantaged peers at 92.3% and 95% respectively. 2 pupils (13%) need support in order to attend school, both punctually and regularly. 38% of pupils had attendance of 99% or above.
7	Due to the Covid Lockdowns, children joining our Early Years have not experienced the playgroups and early education usually provided through the Children's Centre and toddler groups. On entry to Nursery this year, there was a significant difference in PSED, PD and communication compared to previous years.
8	Speech & language skills on entry to Reception were lower overall and this slows progress in the learning of phonics and early reading.

## 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
Disadvantaged pupils make accelerated progress to close gap between them and their national non-disadvantaged peers in Maths and English. (Challenge 4 and 5)	<p>Gap between disadvantaged pupils and non-disadvantaged peers will be narrowing.</p> <p><b><u>2020-2021- Reading (internal data results)</u></b></p> <p>Disadvantaged pupils: 59%      Non-disadvantaged pupils: 73%</p> <p><b>Targets for Summer 2022</b></p> <p>Disadvantaged pupils: 64%      Non- disadvantaged pupils: 80%</p> <p><b>2021-2022 Autumn 2 (internal data)</b></p> <p>Disadvantaged pupils: 35%      Non - disadvantaged pupils: 56%</p> <p><b><u>2020-2021- Writing (internal data results)</u></b></p> <p>Disadvantaged pupils: 67%      Non- disadvantaged pupils: 70%</p> <p><b>Targets for Summer 2022</b></p> <p>Disadvantaged pupils: 64%      Non- disadvantaged pupils: 70%</p> <p><b>2021-2022 Autumn 2 (internal data)</b></p> <p>Disadvantaged pupils: 21%      Non- disadvantaged pupils: 30%</p> <p><b><u>2020-2021- Maths (internal data results)</u></b></p> <p>Disadvantaged pupils: 61%      Non- disadvantaged pupils: 68%</p> <p><b>Targets for Summer 2022</b></p> <p>Disadvantaged pupils: 64%      Non- disadvantaged pupils: 78%</p> <p><b>2021-2022 Autumn 2 (internal data)</b></p>

	Disadvantaged pupils: 29%      Non- disadvantaged pupils: 49%
Disadvantaged pupils with SEMH needs access learning in line with non-disadvantaged peers (Challenge 2 and 3)	<p>Gap between disadvantaged pupils and non-disadvantaged peers will be narrowing.</p> <p>Learning and Pastoral Mentor well-being survey and pupil voice.</p> <p>Robust monitoring of pupil engagement and nurture provision sessions.</p> <p>Pupils with additional needs will be effectively supported to access the curriculum.</p>
Disadvantaged pupils attend school in line with their national non-disadvantaged peers. (challenge 6)	<p>Attendance for disadvantaged pupils is in line with non-disadvantaged pupils. (38% of disadvantaged children had attendance of 99% or above in 2020-21)</p> <p><b>Whole School Attendance Data 2020-2021: 98.1%</b></p> <p><b>Disadvantaged pupil attendance data 2020-21: 95.9%</b></p> <p>Pupil A - 85.2%</p> <p>Pupil B - 86.5%</p> <p><b><u>Attendance Targets</u></b></p> <p><b>Whole School Attendance Data 2021-2022: 98.5%</b></p> <p><b>Disadvantaged pupil attendance target 2021-22: 97%</b></p> <p>Target Pupil A – over 90%</p> <p>Target Pupil B – over 92%</p> <p>Target Pupil C – over 90%</p>
Disadvantaged pupils have access to experiences and opportunities in and out of school to help them progress and achieve success in the future. (challenge 1)	<p>For the cohort with 40% of our disadvantaged pupils to have experienced both as part of curriculum enrichment and our Curriculum for Life.</p> <p>Pupils are equipped with the knowledge and cultural capital they need to be successful learners and confident young people.</p> <p>For disadvantaged children to have experienced live music performances and visited the theatre.</p>
For all children in the EYFS to make accelerated progress towards ELG's and narrow the attainment gap resulting from Covid-19 national lockdowns. (Challenge 7 and 8)	<p>Structured Long term curriculum plan which is flexible and follows the children's interests.</p> <p>Targeted interventions for PSED, SEMH (Silver Seal), phonics and maths.</p> <p>Effective monitoring in the areas of provision, including modelling full sentences, expanding vocabulary and scaffolding learning in areas.</p> <p>Increased use of the outdoor provision to support a boy heavy cohort.</p> <p>Two PE sessions a week focused on physical development. One lesson each for gross motor and fine motor development.</p> <p>The requirements of the new EYFS Framework will make adult and child interactions more meaningful with less focus on gathering evidence.</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

**Budgeted cost: £ 12,000**

Activity	Evidence that supports this approach	Challenges
<b>Read Write Inc Phonics Scheme</b> <b>Training and early reading resources</b> implementation (£6000)	<p>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. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge, sounds and patterns (EEF, 2021).</p> <p>This year we are updating our phonics scheme, Read Write Inc Phonics to support early reading skills. We are working closely with colleagues in the Trust and our Phonics and English Leaders are supporting staff, pupils and families in ensuring it has a huge positive impact on our children and their reading skills.</p>	<b>4,7,8</b>
<b>Structured professional development in maths pedagogy through the 'Jigsaw Package' with White Rose Maths Hub.</b> Implementation (£ 4000)	<p>Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development and of effective mathematical pedagogy. Developing practitioners' understanding of how children learn mathematics, using manipulatives and representations to develop understanding and to support high quality learning. It is essential that children understand the links between the manipulatives and the mathematical ideas they represent. It is important to assess what children do, and do not, know in order to extend learning for all children - practitioners should check what children know in a variety of contexts. (EEF, January 2020)</p> <p>Structured CPD delivered throughout the year, which builds on previous concepts to support teachers understanding of how children learn mathematics – ensuring they build their use of manipulatives, reinforce mathematical vocabulary and find ways to integrate maths into other areas of the curriculum. Focused training and discussions deepen learning and ensure challenge and support are used appropriately. Additional manipulatives and maths resources will also be purchased.</p>	<b>1,3,5</b>

<p><b>Communication and Language Approaches</b></p> <p>EYFS staff work closely with SALT to deliver quality S&amp;L interventions</p> <p>Implementation (£ 2000)</p>	<p><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.</p> <p>Nursery staff have been trained to screen pupils' speech and language. The SALT will provide support for staff to deliver interventions. Staff also use Early Talk Boost as an intervention in Nursery.</p>	<p><b>3,4,7,8</b></p>
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## Targeted academic support

**Budgeted cost: £ 9,000**

Activity	Evidence that supports this approach	Challenges
<p>Additional teacher hours to target disadvantaged pupils, deliver bespoke interventions and support whole class teaching to ensure accelerated progress.</p> <p>(£ 5000)</p>	<p>The EEF states that small group tuition and intervention can have positive impact on pupil progress. The research demonstrates that these strategies can be effective if they are targeted at pupils' specific needs, especially where diagnostic assessments are used. It also outlines that TAs can have a largely positive impact on outcomes where they are deployed effectively and their support supplements whole-class teaching (<b>EEF, 2021</b>).</p> <p>At Colton Primary School pupils' barriers to success are identified during our pupil conversation meetings (these can be academic). We administered baseline assessments for the children in September to identify gaps in learning and planned interventions and strategies, to close any gaps in learning as quickly as possible. Two senior teachers are supporting in lower KS2 each morning. Throughout the autumn term, a group of 10 boys who have slipped significantly behind will be targeted. We will deliver interventions for maths and English, including phonics catch up to narrow gaps with their peers. Disadvantaged pupils in lower KS2 will access additional teaching hours of support in class. Personalised learning opportunities which are 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.</p>	<p><b>1, 5</b></p>

<p>Early Talk Boost and Speech and Language intervention for targeted pupils in Early Years. (£ 1000)</p>	<p>The <b>EEF</b> Early Years Toolkit and the Teaching and Learning Toolkit both discuss research about the positive impact of oral and communication and language approaches. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. Carefully chosen CPD opportunities can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. On average, children who are involved in oral and communication and language approaches make approximately six months' additional progress over the course of a year. (EEF EYFS Toolkit).</p> <p>At Colton Primary School, EYFS staff have been trained to screen children for speech and language difficulties. Bespoke CPD for staff has ensured they can recognise difficulties and put strategies in place, right from nursery, to help prevent attainment gaps. Additional funding allows targeted interventions to run alongside whole class teaching. We have an additional focus on speaking and listening activities planned to meet specific needs.</p>	<p><b>7,8</b></p>
<p>School-led tutoring for targeted pupils through NTP and school staff. (£ 3000)</p>	<p>One to one tuition is very effective at improving pupil outcomes. Research demonstrates an average impact of four months' additional progress over the course of a year. It explains that small group tuition is most likely to be effective if it is targeted at pupils' specific needs. This allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. <b>(EEF, 2021)</b></p> <p>At Colton Primary School, we are using the School-Led Tutoring Grant to provide tutoring for targeted pupils. The tutors will be our existing teaching staff and the tutoring will take place in small groups before and/or after school. This will be more impactful, because our children respond better to their familiar adults in school, rather than external tutors. We have carried out a baseline assessment and are using this to tailor interventions to address children's gaps in knowledge and understanding. Internal data and statutory assessments will support when measuring impact.</p>	<p><b>1,4,5</b></p>

## Wider strategies

**Budgeted cost: £ 3,500**

Activity	Evidence that supports this approach	Challenges
<p>Learning Mentor nurture sessions for targeted pupils to ensure access to learning (£ 1000)</p>	<p>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.</p> <p>At Colton Primary School, we use a range of approaches which are personalised to each child; supporting them socially, and</p>	<p><b>2,4,5</b></p>

	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 parental links. We work with children and parents. These include a range of interventions which are facilitated by our Learning Mentor and SLT.	
Pastoral Lead and Learning Mentor to promote attendance of disadvantaged pupils (£ 500)	<p>At Colton Primary School, 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 and promotes pupil attendance, particularly for those from disadvantaged backgrounds.</p> <p>For the last 20 months, anxieties around Covid have been particularly challenging and some parents and carers have expressed concerns about the safety of their child, in school, during the pandemic.</p> <p>Strategies to support attendance include regular telephone calls to parents, check in meetings, doorstep visits and informal discussions about any anxieties around attendance. Evidence so far has shown these strategies have improved attendance for our vulnerable children – all of which were invited into school during the national school closures.</p>	<b>4,6</b>
Subsidised enrichment such as educational visits, after school clubs and Holiday Clubs (£ 1000)	<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 gymnastics, choir, football, arts and crafts, board games and Science. In addition, children have the chance to learn an instrument through Music for Schools.</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>2,3,4</b>
<b>Strengthen links with Temple Newsam Colton Children's Centre</b> <b>(£0)</b>	<p>Early years education aims to ensure that young children have high-quality learning experiences before they start school.</p> <p>Gaps between more affluent children and their peers emerge before the age of 5, so efforts to support children's learning in the early years are extremely important for children from disadvantaged backgrounds.</p> <p>Some of our more vulnerable families have found it difficult to leave their children at our school nursery, due to both parents and children having suffered with separation anxiety. Some of the new cohort of children are still being breast fed and need toilet training. Staff in the Nursery are working closely with the Children's Centre to support families to access Stay and Play sessions and to signpost families to suitable support and advice.</p>	<b>7,8</b>



<p><b>Access to a full school uniform, shoes and coat. £500</b></p>	<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>	<p><b>1,2</b></p>
<p><b>FOREST SCHOOL</b>  <b>Vulnerable and targeted groups</b></p> <p>OUTDOOR LEARNING</p> <p>whole school focus as part of the Curriculum for Life</p> <p>(500)</p>	<p>The Forest School programme is designed to develop children holistically through a safe exploratory environment. This learning through discovery and experiences promotes independent thinking and development, enabling children to be more creative. Forest School helps children develop resilience and gain confidence, which will have an impact on them individually into adulthood. Also, the skills and developments (such as problem solving and social) they make at Forest School are transferrable to other parts of their learning and life. Forest Schools is not seen as working towards an end goal or result, but an ongoing process that is centred around individual children's interests and desires.</p> <p>Through Forest School sessions, children become more aware and connected to the environment around them. This is essential for future generations, so that children know the importance of the natural world and how our actions can have a negative or positive impact.</p> <p>As part of our Curriculum for Life, all classes will take part in outdoor sessions, promoting care and concern for the environment. Our vulnerable group access extra Forest School sessions which are child led. This approach develops self-motivation as children are encouraged and able to explore own interests.</p>	<p><b>4</b></p>

**Total budgeted cost: £ 24,000**



## **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.

The COVID-19 pandemic had a significant impact on all our pupils during the previous academic year. Partial school closures and high numbers of bubble closures meant that pupils' education, including the additional support facilitated by the pupil premium funding was disrupted.

Our planned strategies evolved, and we reacted to the changing restrictions by deploying staff in a variety of ways to meet the needs of our families. For example, all our staff made regular contact with families and pupils, in particular those from disadvantaged backgrounds to ensure they were accessing remote learning effectively and to give regular, detailed feedback. As part of remote staff meetings, we discussed the children, their engagement and shared any concerns. All disadvantaged pupils were invited into school and most attended well. The use of the ClassDojo and Tapestry platforms allowed staff to have good communication with parents/carers.

Some senior members of staff conducted Safeguarding doorstep visits and ensured children had access to food, internet and technology. We purchased iPads and gave out old school laptops to facilitate remote learning. When in school, interventions were amended to run within class bubbles. Senior experienced teachers were deployed to target specific children and small groups, delivering intervention in the core areas of learning. In addition, our Learning Mentor established small nurture groups to support any SEMH needs.

Speech and Language Therapists, and other external agencies worked virtually with targeted pupils and appropriate assessments were able to continue. Staff worked closely with families of those who have pupils with SEND, many hosting 1:1 remote learning sessions to ensure they had adequate support and access to appropriate resources. A firm favourite was remote yoga and mindfulness.

In addition to this, we used the School-Led Tutoring Grant to provide tutoring for targeted pupils (this included programmes, such as Third Space Learning and Word Shark). Some of our existing teaching staff delivered interventions before and after school in small groups. This was much more impactful, because our children responded better to their familiar adults in school, rather than external tutors.

We also employed an additional teacher each morning who worked with disadvantaged children. This additional support, children made significant improvements in all core subjects – detailed data is available on school systems. For example, internal school data (2020-2021) in Maths shows the gap has narrowed from the previous year. - 61% of disadvantaged pupils achieved ARE in maths and 68% of non-disadvantaged attained the same level.

*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. I saw written work which shows a progression from just a few words being written in a large hand to a boy now writing in proper sentences and completing pieces of extended writing. It was also good to see the group being taught in the outdoor teaching space the school has created.'* Dr Andrew Cummings, June 2021.

The strategy to raise attainment in writing across school through the development of quality 1<sup>st</sup> teaching, included writing CPD through Talk for Writing. This linked with our focus on oral language development. Internal data demonstrates that the percentage of disadvantaged pupils working at ARE across the school is almost in-line with non-disadvantaged. (2020-2021 PP 62% Non-PP 70%) and that the gap is narrowing.

We have been able to use internal data from the end of the summer term 2021, to analyse any gaps between disadvantaged pupils and their non-disadvantaged peers. Despite school closures and huge disruptions, the gaps in most year groups between both groups are broadly in line with those from the previous year. However, there is a particular year group where there are a large proportion of children who are working below their expected level. We will continue to work relentlessly to close these gaps and the gaps between disadvantaged pupils and their peers over the course of this strategy.

The outdoor learning sessions which were introduced during 2020-21 have had an extremely positive impact on pupils' well-being and their confidence has grown with self-directed learning in an outdoor environment. Learning to take risks (that are managed) is also promoting a culture where children feel confident to try something new and are becoming more resilient. Initially, a large portion of children felt uncomfortable learning in a woodland setting. However, more opportunities for children to explore independently and make connections with the natural world have increased the enjoyability of learning outside – also benefiting mental well-being.

Through our wider strategies in school, we wanted to support children's well-being and social emotional and mental health needs through improving the school playground and break times, providing a range of activities and zones. There is now an outdoor reading area, a stage for creative play and seating areas. The Scrap Shed initiative has improved collaboration across year groups. Children can play sport, be creative and use their imagination or read quietly. Children can also sing, dance and interact on the stage area. 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 out.

The strategy for 2021–2022 is a new strategy. We acknowledge that there remain attainment gaps between our disadvantaged pupils and non-disadvantaged pupils, especially due to the contributing factors outlined above. As such, our School Improvement Plan reflects our focus on ensuring that our disadvantaged pupils make accelerated progress this school year, and that the attainment gaps are diminished. We expect that the wide-ranging strategies in place to support accelerated progress and stable pupil attendance, due to reduced Covid-19 restrictions will ensure that our disadvantaged pupils make accelerated progress to close the attainment gap.

## 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
Learning By Questions	Learning By Questions
Third Space Learning	NTP