



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

2021 - 2022



School overview

Detail	Data
Number of pupils in school	141
Proportion (%) of pupil premium eligible pupils	5.7% (8 pupils)
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	September 2021
Statement authorised by	Alison De Ste Croix
Pupil premium lead	Alison De Ste Croix
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 13 000
Recovery premium funding allocation this academic year	£ 2 000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 15 000

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 intend that they 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. 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.

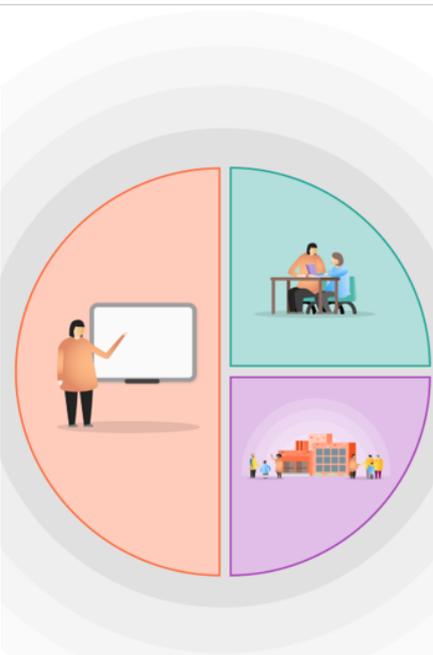
Our approach will be responsive to common challenges and individual needs and rooted in robust assessment.

A TIERED APPROACH TO 2021 -2022 Colwich CE Primary School



1 Teaching

- Quality First Teaching supported by evidence based CPD.
- Thorough use of assessment to inform planning and close gaps.
- Focus on basic skills of reading writing and maths
- Embed whole class reading and writing approaches
- CPD and PM to enhance the quality of teaching and learning. Regularly monitor outcomes and quality of implementation.
- Embed new PSHE framework to promote pupil well-being across the curriculum.
- Promote staff well-being.
- Develop a broad and engaging curriculum.
- Develop TEAMS as a remote learning platform.



2 Targeted academic support

- TA led phonics, reading and maths interventions and small group support.
- TA support for vulnerable pupils to close gaps.
- Teacher led interventions based on gap analysis and needs of individual pupil.

3 Wider strategies

- Use of outdoor environment to extend learning provision.
- Transition, videos and online sessions for families, marketed on social media.
- Develop vision and values to help promote spirituality.
- Provide ongoing technical support for remote learning.
- Sustain weekly communications between home and school via the newsletter, Class Dojo and Texting service

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
1. Progress and attainment of pupils slowed due to COVID.
2. Gap is widening between disadvantaged and non-disadvantaged children.
3. Due to Covid, more children are presenting with emotional well-being issues throughout the school.
4. Difficulties with independent learning behaviours (lack of attention, motivation, resilience, easily distracted, stamina), and sometimes the ability to interact with peers successfully
5. Some pupils are unable to access enrichment curricular activities due to cost implications.

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
Intervention opportunities are available for children to catch up on lost learning.	Children will be identified for targeted, effective intervention support in order to rapidly catch up with peers.
Children are confident in their reading. They read to learn as well as reading for pleasure.	Children are keen readers, who know how to use a library and online resources to further their knowledge and understanding of the world. They read regularly at home and in school. New reading books are purchased for older pupils to engage them in the school scheme.
Children whose progress slowed due to COVID to make accelerated progress in reading, writing and maths.	Pupils make accelerated progress in reading, writing and maths. Performance gap (emerged as a result of COVID) narrows between disadvantaged and non-disadvantaged pupils.
Learning behaviours of pupils to be addressed, enabling them to drive own learning and collaborate effectively with others.	PP pupils will have the confidence to interact with their peers as part of small groups as well as part of the class. Specific 1:1 support will be provided where needed. This will help them to understand how to regulate their own learning. Outcomes for supported pupils will improve in-line with peers.
Emotional well-being of pupils to be supported.	Children will be given access to the HOPE project, 'Attachment and Trauma Pathway' and nurture opportunities
All pupils will have access to the full curriculum provided, including extra-curricular opportunities both inside and outside of the school	Financial barriers will not stop the pupils from accessing a full and rich curriculum available to their peers as all educational visits extra-curricular opportunities.

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: £ 5 000

Activity	Evidence that supports this approach	Challenge number
Time allocated for subject leaders each week to be shared.	If subject leaders are given the time to plan effective CPD for the school, this will ensure further improvement in teacher performance and therefore improve outcomes for children. <i>Ofsted findings on Curriculum Research. In primary schools, where the curriculum was often delivered in topics (particularly in the humanities), they had subject specialists and thought about progression in terms of subjects. We found that it was easier for schools to talk about their pupils' progression when they considered how much knowledge had been learned than when they talked about how far pupils had developed a skill.</i>	1, 2, 5
Improve the quality of phonics/spelling and reading teaching across the school.	If children have access to high quality teaching of reading they are more likely to be successful in later life. <i>EEF Toolkit - Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives.</i>	1,2
Develop metacognitive and growth mindset strategies across the school	If children understand how they learn they will be able to regulate their own learning behaviours. <i>EEF Toolkit - Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well.</i>	3,4



Targeted academic support

Budgeted cost: £ 8 000

Activity	Evidence that supports this approach	Challenge number(s)
Extra reading opportunities and library time	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. <i>EEF Toolkit (Small Group Tuition): Evidence shows that small group tuition is effective</i>	1,2

	<i>and, as a rule of thumb, the smaller the group the better. This arrangement enables the teacher to focus exclusively on a small number of learners. It can be used as a more general strategy to ensure effective progress</i>	
Targeted interventions for reading, writing and maths based on assessment	Children who are given the opportunity to work in smaller groups are able to grasp key concepts essential to a deeper understanding. <i>Evidence as above.</i>	1,2

Wider strategies

Budgeted cost: £ 2 000

Activity	Evidence that supports this approach	Challenge number(s)
HOPE project, nurture and 'Attachment and Trauma Pathway' strategies are in place to support children regarding their emotional health and wellbeing.	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. <i>EEF Teaching and Learning Toolkit (Social and Emotional Learning - SEL): SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff</i>	3, 4
Help with costs of 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. <i>EEF Teaching and Learning Toolkit (Outdoor Adventure Learning) Studies of adventure learning interventions consistently show positive benefits on academic learning. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. Evidence suggests that the impact is greater for more vulnerable students.</i>	5

Total budgeted cost: £ 13 000

Part B: Pupil premium strategy outcomes 2020 -2021

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Pupil Premium Funding Information 2020 - 2021		
Academic Year	Number of eligible pupils	Total Pupil Premium allocated
2020 - 2021	12	£16 380

Aims for Pupil Premium Spending 2020-2021:
<ul style="list-style-type: none"> • To narrow the gap created during lock down between PP and non PP pupils. • Learners in receipt of the PP make at least good progress from Key Stage 1 to Key Stage 2 in Reading, Writing and Maths. • Ensure interventions are focused so that progress for PP pupils can be sustained. • Ensure that families entitled to PP apply during KS1 so support can start early on and prevent future gaps arising. • PP pupils social and emotional skills are developed through nurture. • All learners, regardless of background, have the opportunity to experience life in all its fullness. • Pupil Premium spending has a clear and proven impact upon pupil outcomes across the school.

Attainment Pupil Premium Pupils (based on Standardised scores and Teacher Assessment)						
	September 2020			July 2021		
%	Below	Expected	Above	Below	Expected	Above
Reading	67	25	8	25	67	8
Writing	58	42	8	33	58	8
Maths	58	17	25	50	17	33

Impact of Pupil Premium Spending 2019-2020:
<p>Due to Covid-19 school closures it has been very difficult to analyse the impact of Pupil Premium spending. There is also no data from the previous year to align it to.</p> <p>Data from July 2021, showed that although some pupil premium children had made progress, they were still behind their peers in terms of progress and attainment. Up until lockdown, pupil premium pupils had been performing well and had received intervention and TA support to both grow and flourish academically, socially and emotionally. The gap was beginning to close with the majority of Pupil Premium pupils performing as well as their peers but interventions were interrupted due to the pandemic and our pupil premium children took longer to settle back into school life. Despite encouragement from school staff and the loaning of ICT equipment to families, this group showed least engagement with online learning.</p> <p>Reading interventions have had the biggest impact on our children and quality first teaching, focusing on mastery, ensured more pupil premium children attained at 'above expected'.</p> <p>Pupils commented favourably on the support they received and could narrate how this had helped them access learning in the classroom. Where visits and experiences took place, these were funded which meant that all disadvantaged learners were enabled, to attend and broaden their wider life experiences.</p>