



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

2025 - 2026



School overview

Detail	Data
Number of pupils in school	98
Proportion (%) of pupil premium eligible pupils	20.4% 20 pupils
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Alison De Ste Croix
Pupil premium lead	Alison De Ste Croix
Governor / Trustee lead	Dean Piper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 25 355
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 25 355

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.

We have adopted 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 2025 - 2026 Colwich CE Primary School



1 Teaching

- Developing high quality teaching and a broad and balanced, knowledge-based curriculum that responds to the needs of the pupils. This year: there is a whole school focus on writing and maths.
- Professional development to support the implementation of evidence-based approaches. This year: continued SEND training for all staff; Reasonable adjustments; Reasoning and problem-solving skills and maths fluency.
- Mentoring and coaching for teachers throughout the Trust as well as achievement teams.
- Some single year group teaching on cross phase classes.
- Technology and other resources to support whole class teaching -review of current resources and impact on pupil progress.



2 Targeted academic support

- One to one, small group tuition
- Targeted interventions to support language development, literacy and numeracy.
- Targeted interventions and resources to meet the specific needs of disadvantaged children with SEND.
- Teaching assistant deployment and interventions.
- SATs revision club.
- Online intervention programmes
- Targeted maths lessons for PP children.

3 Wider strategies

- Supporting pupils' social, emotional, and behavioural needs (The Calm project)
- Safeguarding training on specific issues relevant to our children.
- Support and for trips and extra-curricular opportunities.
- Meal provision.
- More opportunities for emotional check-ins and sensory circuits.
- Access to afternoon nurture provision.

Challenges

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

Detail of challenge
1. Attainment 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)
2. SEND Half of children receiving pupil premium funding are identified as having special needs and are currently being monitored.
3. Interventions Interventions, whilst impacting on specific target areas, are not yet impacting on pupil outcomes in Reading, Writing and Maths. We also have limited staff to carry out interventions.
4. Mental Health and Wellbeing Some of our disadvantaged learners have greater social and emotional needs than peers.
5. High attainers Significantly less disadvantaged learners meet greater depth than their non-disadvantaged peers.
6. Enrichment A 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.

Intended outcomes (2024 - 2026)

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.
PP learners have the skills and knowledge to flourish academically, socially and emotionally.	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.
To improve attendance of PP learners	PP children's attendance to be above 90%.

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: £1000

Activity	Evidence that supports this approach	Challenge number
High Quality CPD for all teachers and teaching assistants. ECT development MAT achievement groups 1:1 Coaching Engagement in Maths Hub programmes Weekly staff development meeting Mental Health Lead training Engagement, inclusion and achievement training Higher level safeguarding training for CALM leader	CPD is selected and informed by EEF research and other educational evidence: Included and not limited to: <i>EEF – Professional Development guidance</i> <i>Sutton Trust – Improving the impact of teachers</i>	1,2,3,5
Effective Leadership and monitoring of Pupil Premium/ SEND Nominated member of staff for pupil premium Pupil progress meeting Moderation Intervention reviews Data analysis SENCO time	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. <i>EEF – TA interventions</i>	1,2,3,5



Targeted academic support

Budgeted cost: £ 23,385.35

Activity	Evidence that supports this approach	Challenge number(s)
Targeted interventions for reading, writing and maths based on assessment 1:1 TA support TA Small group support Maths group for Y4,5,6 working below expectations Little Wandle – catchup and keep up Physical resources	Both One to One 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. <i>EEF – Small group tuition</i> <i>EEF – TA interventions</i>	1,2,3,5
Early Intervention – SEND Prioritised Assessment Impact Reviews Online support resources MAT Senco	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. <i>EPI - Identifying Pupils with Special Educational Needs and Disabilities</i> <i>DfE - SEN Support: A Rapid Evidence Assessment</i>	2



Wider strategies

Budgeted cost: £ 2700

Activity	Evidence that supports this approach	Challenge number(s)
SEMH Support for all pupils Nurture lunches Afternoon nurture provision CALM Project sessions Friendship Friday Sensory circuits Emotional check-ins	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 - SEL</i>	4, 6
Access to educational visits, residential trips and extra-curricular activities as well as music lessons.	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 - Outdoor Adventure Learning</i>	4,6

Total budgeted cost: £ 27,085.35

Part B: Review of previous academic year (2024 - 2025)

This details the impact that our pupil premium activity had on pupils in the 2024 - 2025 academic year.

Pupil Premium Funding Information 2024 - 2025

Academic Year	Number of eligible pupils	Total Pupil Premium allocated
2024 - 2025	14 pupils	£14,750

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/2025 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Due to the low number of children, we cannot comment on end of year results as this would identify individual children. There was also only 1 pupil premium child 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.

In general, the progress and attainment of the school's disadvantaged pupils in 2024/2025 still remains below their peers. This can be attributed to: 13/19 being either SEND monitoring or SEND action as well as distribution of TA hours going to higher level needs. The children are all making progress although it is slower than their peers.

Absence among disadvantaged pupils was slightly lower than that of their peers in 2024/2025

Wellbeing and mental health issues remain a significant factor in the progress of many of our disadvantaged learners however they are well supported through our 'CALM' programme.

We have reviewed our strategy plan for the next academic year 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.