



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

2022 - 2023



School overview

Detail	Data
Number of pupils in school	125
Proportion (%) of pupil premium eligible pupils	4.8% (6 pupils)
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
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	£ 13 420
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	£ 15 420

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.

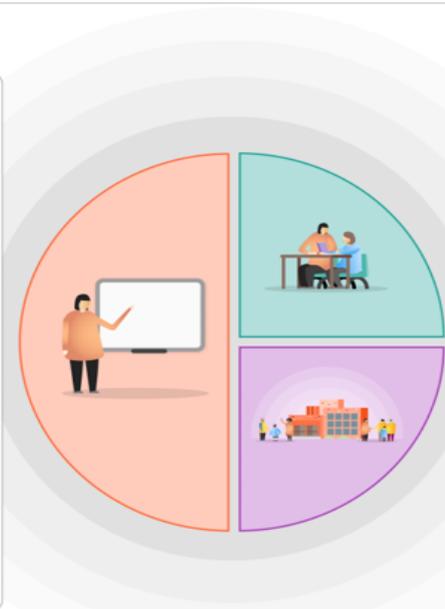
During Covid, we have been looking at catch-up and now need to adopt a keep-up approach whenever possible. Learners are proactively identified as at risk of being 'off-track' to meet the expected standards or personal targets set for them and swift, impactful intervention is delivered at the earliest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

A TIERED APPROACH TO PUPIL PREMIUM SUPPORT 2022-2023 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 strategies and promote a love of reading across the school
- CPD and PM to enhance the quality of teaching and learning. Regularly monitor outcomes and quality of implementation.
- Allow time for subject leaders to develop a broad and engaging curriculum.
- Embed growth mindset and self-regulation strategies so pupils can regulate learning behaviours.



2 Targeted academic support

- TA led phonics, reading and maths interventions and small group support.
- TA support for vulnerable pupils to enable children to 'keep up' rather than 'catch up'
- Teacher led interventions based on gap analysis and needs of individual pupil.
- Reading for pleasure discussion sessions

3 Wider strategies

- Use of outdoor environment to extend learning provision.
- Development of a shared language promoting vision and values to promote spirituality.
- Support and develop extra-curricular opportunities.
- Organise visits away from school and visitors in to engage children in life beyond school
- Sustain weekly communications between home and school via the newsletter, Class Dojo and Texting service.

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	
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 potentially 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.
4. Behaviours for Learning	A significant amount of our disadvantaged children have difficulties with independent learning behaviours. They also lack self-confidence.
5. Mental Health and Wellbeing	Some of our disadvantaged learners have greater social and emotional needs than peers.
6. High attainers	Significantly less disadvantaged learners meet greater depth than their non-disadvantaged peers.
7. Enrichment	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.

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.

	<p>Provision 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: £3 500

Activity	Evidence that supports this approach	Challenge number
<p>High Quality CPD for all teachers and teaching assistants.</p> <p>ECT MAT development groups 1:1 Coaching Engagement in Maths Hub programmes Weekly staff development meeting Year 2/6 specific training Subject leader research time</p>	<p>CPD is selected and informed by EEF research and other educational evidence:</p> <p>Included and not limited to: <i>EEF – Professional Development guidance</i> <i>Sutton Trust – Improving the impact of teachers</i></p>	1,2,3,6
<p>Improve the quality of phonics and reading provision across the school.</p> <p>Synthetic phonics scheme CPD Resources Volunteer readers</p>	<p>If children have access to high quality teaching of reading they are more likely to be successful in later life.</p> <p><i>EEF - Phonics</i> <i>EEF - Reading</i></p>	1,2,3,6
<p>Effective Leadership and monitoring of Pupil Premium</p> <p>Pupil progress meeting Moderation Intervention reviews Data analysis</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 – TA interventions</i></p>	1,2,3,6



Targeted academic support

Budgeted cost: £ 10 442

Activity	Evidence that supports this approach	Challenge number(s)
<p>Extra reading opportunities and library time</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 – Small group tuition</i></p>	1,2,3,6
<p>Targeted interventions for reading, writing and maths based on assessment</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 – Small group tuition</i> <i>EEF – TA interventions</i> <i>EEF - Tutoring</i></p>	1,2,3,6
<p>Early Intervention – SEND</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 - Identifying Pupils with Special Educational Needs and Disabilities</i> <i>DfE - SEN Support: A Rapid Evidence Assessment</i></p>	2



Wider strategies

Budgeted cost: £ 1 500

Activity	Evidence that supports this approach	Challenge number(s)
<p>SEMH Support for all pupils</p> <p>Attachment and Trauma training</p> <p>Nurture</p> <p>Hope Project sessions</p> <p>NHS – Healthy Minds Programme</p> <p>Amazing People Programme</p> <p>Friendship Friday</p>	<p>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.</p> <p>EEF - SEL</p>	<p>4, 5</p>
<p>Access to educational visits, residential trips and extra-curricular activities.</p>	<p>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.</p> <p>EEF - Outdoor Adventure Learning</p>	<p>4,5, 7</p>

Total budgeted cost: £ 15 442

Part B: Review of previous academic year (2021 -2022)

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Pupil Premium Funding Information 2021 - 2022		
Academic Year	Number of eligible pupils	Total Pupil Premium allocated
2021 - 2022	8	£15 000

Outcomes for disadvantaged pupils
<p>We have analysed the performance of our school’s disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.</p> <p>Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.</p> <p>The DfE has shared our school’s 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are, using the data alone. It is also difficult for us to make assumptions based on data as our pupil premium numbers are so low. For example, there was 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.</p> <p>Data from national and internal tests and assessments suggest that, in general, the progress and attainment of the school’s disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, disruption to interventions and quality first teaching due to high staff absence 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.</p> <p>The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.</p> <p>Absence among disadvantaged pupils was inline with that of their peers in 2021/22.</p> <p>Wellbeing and mental health issues remain significantly higher than before the pandemic, particularly with our disadvantaged learners.</p> <p>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 Further Information section below provides more details about our planning, implementation, and evaluation processes.</p>