

Pupil premium strategy statement – Colyton Primary Academy

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Colyton Primary Academy
Number of pupils in school	145
Proportion (%) of pupil premium eligible pupils	34 (23.4%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2024
Date on which it will be reviewed	- New strategy in place
Statement authorised by	Aerfen Mills Heather Slater
Pupil premium lead	Alice Moul
Governor / Trustee lead	Carolyn Bromfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,950
Recovery premium funding allocation this academic year	£0.00
School based tutoring	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£47, 950

Part A: Pupil premium strategy plan

Statement of intent

At Colyton Primary Academy it is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Our staff have a deeper understanding of this and are committed to improving the outcomes of disadvantaged students.

We will consider the challenges faced by vulnerable pupils at our school, and specifically explore their needs so that we can better adapt our teaching in order for them to be successful, now and in the future. The activity we have outlined in this statement is also intended to support the needs of all pupils, regardless of whether they are disadvantaged or not. We recognise that some of our disadvantaged students may be working at a lower attainment than other children and this can impact on their long-term goals – this does not define them. It is our aim for all our children to make progress and enjoy the journey of education.

Quality-first 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. Our curriculum is monitored and developed regularly so that it too inspires and challenges all children to achieve well and make progress from their starting points. Disadvantaged children at Colyton have equitable access to this curriculum.

The Pupil Premium grant is just one part of our strategy to tackle educational disadvantage. Our interactions and our dedication to a relational and restorative approach to supporting our children and their families is integral to our school. The positive and long-lasting relationship with our families starts before they start at school, which is the foundation for the trusting relationship we strive to build. Building meaningful relationships with children will enable them to develop better self-esteem and self-regulation and this helps them to make progress. We use our parent support worker and work with members of our community to 'poverty proof' our school day.

At Colyton we believe it is vital for our children to be able to communicate effectively. We aim for our children to develop a greater depth of oracy confidence and for children to access the language of reasoning and debate. We want our students to have a love of language.

We recognise that the impact of the global pandemic will have further disadvantaged our learners and so our strategy is also integral to wider school plans for education recovery. Most notably in its targeted support through the National Tutoring

Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Through school led tutoring we aim to ensure all students who may have fallen behind will have the opportunity to catch up with their peers and plug gaps.

Using robust diagnostic assessments, detailed barrier analysis and monitoring we ensure that children at Colyton receive support at a universal level, targeted level and specific level. These approaches will ensure that pupils excel. It is our aim that all students at Colyton develop a life-long ability to learn and to apply skills developed at school to other situations.

Our school is driven by a deep desire to ensure that all students, irrespective of their starting points, are able to be successful learners, confident individuals and responsible citizens both within the school environment and the wider community.

Challenges

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

Challenge number	Detail of challenge
1	<u>Under developed oral language skills and vocabulary gaps:</u> Developing language skills on entry to support positive outcomes in early reading. On entry data and language/speech link assessments we know that last year 45% of children have both need in language understanding and speech development needs and this year 25% (small cohort) Progress has been made towards this with regular assessments of children and NELI and Speech/Language link intervention groups.
2	<u>On average, lower attainment and slower progress rates:</u> Assessments and observations indicate that the attainment and progress of our disadvantaged students is still low and has also been impacted by partial school closures. Overall, PP children have knowledge gaps and find it difficult to retain/recall prior knowledge. Phonics progress for year 1 children was lower than average for all children and no PP children passed this. PP children at the end of KS1 were outperformed by non-PP (20% ARE in reading and writing 40% in maths, 2022). There were no KS1 PP children in 2023. By KS2 children are closing the gap with PP children outperforming non-PP children (83% in maths and writing and 100 in reading at ARE, 2023).
3	<u>Self-regulation & Self-esteem:</u> Through assessments, observations and monitoring as well as the use of the Graduated Response tool we recognise that 36% of our disadvantaged learners also have identified SEND needs or ACEs and combined this impacts on the skills of being a self-regulated learner and affects their self-esteem. This can negatively impact their development as learners and inhibits them achieving those higher levels.

4	<u>Continuing to develop positive community and parental relationships:</u> Observations and discussions with families have shown that SEMH issues for parents and families have increased. Monitoring of attendance has shown that persistent absence for disadvantaged, SEND and children identified as bottom 20% is higher than their peers. Both of these combined has a negative impact on the progress of disadvantages children. The school currently has 7 Early Help cases. The impact of working with our school Family Support Advisor has been positive for families. They are accessing services to support them financially, as well as with attendance to school and supporting behaviour at home. Working with families, especially on attendance has helped to close the gap for PP children. Other disadvantaged groups e.g. SEND however still have an attendance need.
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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
<i>Children with identified poor language and oral skills on entry rapidly close the gap by the end of KS1.</i> <i>KS1 phonics was still below national data in 2023.</i> <i>Phonics and early reading is a priority of the school moving forward. Staff changes and lack of CPD meant there were some gaps in children's knowledge.</i> <i>Identification of this early in yr 1 and 2 will enable the school to close this gap.</i> <i>Better use of intervention for 'catch up' and 'keep up' will also help PP learners to close the learning gap.</i> <i>By the end of KS1 children make good progress. By the end of KS1 75% of children in the phonics retake passed this.</i>	- Children will make progress from starting points (Language Link assessments) - Phonics reading scores will be at or above national at end of year 1 - Social skills linked to language development will show improvement - An increased number of children will be ARE in writing by the end of their KS
<i>Children will leave their KS at ARE or will have closed the attainment gap, specifically in reading and writing</i> <i>This remains the case but there is also a significant need in maths in years 1-5. PP children need to close the gap in time for year 6 with rapid intervention. Better assessment of groups and end of unit is supporting teachers with planning for this.</i>	- Pupils are tracked closely to ensure they make accelerated progress and 'catchup' or exceed prior attainment standards - Writing moderation within the school and with wider Trust schools show that the quality of writing for disadvantaged children matches those of their peers - End of KS data and standardised scores will show progress and more disadvantaged children will meet ARE compared to national data

	- Gaps in learning are identified quickly and effective intervention is used to address the gaps or misconceptions - Children will be talk confidently about their learning and what strategies have been used to support their improvement
<i>Children with identified SEND needs or ACEs will make progress from their starting points (soft targets)</i> <i>KS2: SEND groups</i> <i>2022 – 10% ARE maths, 10% ARE reading, 20% ARE writing</i> <i>2023 – 50% ARE maths, 83% reading, 83% ARE writing.</i>	- End of KS2 reading, writing and maths outcomes for children with SEND needs will have improved; gaps closed and progress evident
<i>PP attendance is good, engagement from parents is high – PP children have enhanced experiences linked to cultural capital</i>	- Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96+%) - Monitoring of attendance by Head teacher and PSW brings about and increase in PP pupils' attendance and a decrease in persistent absence - Student and parent voice surveys indicate an improvement in children's wellbeing - Something about success of early help?

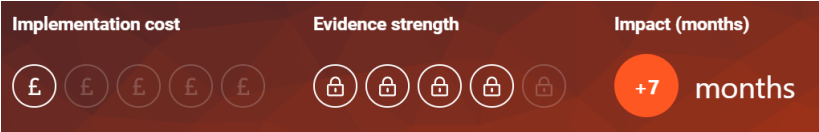
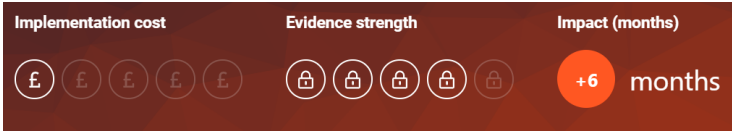
Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality First Teaching:</i> CPD for all staff to develop teaching to include meta-cognitive	Thinking Schools: - Students from accredited primary Thinking Schools in the UK show the equivalent to a grade's worth of progress in their SATs tests against expectations of those starting at the same point at non-Thinking Schools.	1, 2, 3, 4

teaching and a whole school approach to developing pupils' cognitive capability and intelligent learning behaviours (Thinking Matters) CPD for staff to better understand and develop the Relational Policy and Practice approach to teaching, behaviour and	Thinking Schools - Impact, Benefits and Outcomes (thinkingmatters.com) - Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.  Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) - In schools where relational policy and building relationships with children and their families are key wellbeing of all improves, teaching can be more focused, exclusions a reduced and attainment increases. Guidance-for-Developing-Relational-Practice-and-Policy.pdf (babcockldp.co.uk) (Appendix 3)	
<i>Oral Language Interventions (Oracy & Voice 21)</i> Embedding our oracy curriculum to support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Continue to fund and support staff with training.	There is strong evidence that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement but have a high impact on reading and writing. Oral language interventions EEF (educationendowmentfoundation.org.uk) 	1, 2, 3
<i>Quality feedback:</i> Continue to develop our school feedback policy so that feedback is specific, targeted and positive for students.	Research has shown that high quality effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. It can be given during, immediately after and some time after learning and can be given by a range of people. Feedback studies tend to show high effects on learning and has the highest impact when given by teachers. Feedback EEF (educationendowmentfoundation.org.uk) 	1, 2, 3

<i>Phonics CPD:</i> Additional CPD for support staff to be able to administer intervention linked to our DfE validated Systematic Synthetic Phonics programme to secure stranger phonics teaching for all	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. Phonics Toolkit Strand Education Endowment Foundation EEF 	2, 3
<i>Recruitment and Retention of Teaching Staff</i>	Schools can motivate teachers to enter the profession by ensuring that careers in teaching are attractive, sustainable and rewarding. Managing workload and supporting the delivery of effective professional development are key to retaining great teachers. At Colyton this is achieved through keeping class sizes smaller and by support staff with quality CPD and development opportunities. Budget constraints and falling roll numbers mean that for 2023-2024 smaller class sizes can not be maintained. The school moved to more mixed age groups.	

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>NELI Language Intervention:</i> The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children's language and	Robust evaluations found NELI children made on average 3 months of additional progress in language Evidence and programme development Nuffield Early Language Intervention (NELI) (teachneli.org)	1

early literacy skills		
<i>Language Link/Speech Link</i> Speech and Language link diagnostic and regular (x3 weekly) interventions	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Engaging with the National Tutoring Program to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF  September 2023 update: school currently are unaware of the funding to schools for national tutoring and so no group is currently planned for 20223- 2024	2, 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £16725

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Parent Support Worker (Early Help)</i>	A study by professor Charles Deforges for the DfE found that the most important finding is that parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different 5 levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups. Microsoft Word - RR433.doc (nationalnumeracy.org.uk) Further evidence suggests that the impact of effective parent support can have an impact of up to 4 months additional progress Parental engagement EEF (educationendowmentfoundation.org.uk)  The graphic displays three metrics: Implementation cost (5 pounds), Evidence strength (5 padlocks), and Impact (months) (+4 months).	4
<i>Improving and reducing persistent absence of all children but specifically those from disadvantaged backgrounds:</i> Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

Supporting pupils' social, emotional and behavioural needs		
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Total budgeted cost: £ 47950

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 2023 to 2024 academic year.

Children with identified poor language and oral skills on entry rapidly close the gap by the end of KS1.

Language screening and intervention was targeted in EYFS through Speech Link intervention and the NELI programme. Data showed that those children who completed the NELI programme were better able to access their learning in class and socially. The impact of this is that they are now more confident to start their next key stage.

Further evidence of the success of this is that 83% of children reached a GLD in EYFS and 89% of children passed their phonics test in year 1.

Children will leave their KS at ARE or will have closed the attainment gap, specifically in reading and writing

End of KS2: Attainment of PP children at the end of KS2 in writing was good and above National at 77%. Pupils did not perform as well in reading and maths. There was however a high mobility in the class. Of those PP children who had been at Colyton throughout KS1 and 2 (as opposed to those who joined after year 5) was 100% in all three subjects and combined.

Children with identified SEND needs or ACEs will make progress from their starting points (soft targets)

SEND children all completed their PLP cycles and achieved success at these. For those children working on EHCPs they continued to work towards their targets.

PP attendance is good, engagement from parents is high – PP children have enhanced experiences linked to cultural capital

Attendance for Pupil Premium children at the end of the academic year 2023-2024 was 92.1% compared with only 93.9% for non-PP children. This is a difference of 1.8%. An improvement year on year. The majority of absence was through legitimate illness. One child with significant SEND needs arrived from another country and our school ensured that this child attended a setting while awaiting EHCPs. This child was on a very reduced p/t timetable and this also impacted attendance.

Other absence was due to ESBA and the school is seeing a rise in this. Working with outside agencies and supporting the families ensured positive relationships were maintained while best trying to support the needs of emotionally distressed children.

For some of our PP children school trips were subsidised to ensure equity of opportunity and experience for all e.g. residential trips. These experiences enabled the children to have a range of experiences, enhanced language development and this contributed to the improvement in reading.

The Pastoral and Family Support Worker, based within school, to support families with attendance and acute need continued and this had an impact on the attendance of all children but helped to keep the gap between attendance of PP vs non-PP low.

The Early Help offer in Colyton is a strength of our school and this has greatly supported our families in need. Our PSW is also an ELSA trained mentor and these strategies were successful in supporting all of our students to access all areas of their learning. The introduction of a relational policy and use of Relational Support Plans also positively impacted some of our learners who lack self-regulation skills to full access the school day.

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
Spelling Shed (teaching)	Ed Shed
Sounds Write Phonics training	Sounds Write Ltd
Accelerated Reader (PP spend)	Renaissance Learning
X Tables Rockstars	TT Rockstars

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A