



Pupil premium strategy statement – Colley Lane Primary Academy

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	444
Proportion of pupil premium eligible pupils	33.7%
Academic years that our strategy plan covers	2024/25 to 2027/28
Date this statement was published	29/11/24
Date on which it will be reviewed	01/12/25
Statement authorised by	Becky Anderson
Pupil premium lead	Becky Anderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£200,892
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£200,892



Part A: Pupil premium strategy plan

Statement of intent

At Colley Lane Primary Academy we never settle for less than our best and we are dedicated to ensuring that every child in our school receives an extraordinary education. We work tirelessly to mitigate against any barriers that may impact upon a child reaching their academic and personal potential. In the words of Dr Dan Nicholls we 'fiercely educate to replicate the stage-managed, high expectation and sharpened elbow of an advantaged childhood'. Through a knowledge rich and ambitious curriculum delivered by exceptional teaching we ensure that all our children are given the opportunity to aspire and achieve whilst discovering talents and passions igniting a passion for learning.

We take an evidence based approach when making decisions about the use of our pupil premium funding and have considered both The Education Endowment Foundation's Guide to Pupil Premium alongside their Teaching & Learning Toolkit whilst also considering our own context.

To ensure effective implementation at Colley Lane Primary Academy we will take an adaptive, responsive and robust approach. Regularly reviewing and adapting our strategy to ensure that the disadvantaged gap is diminished and that no child falls through the net.

The following principles are key to our work in supporting our disadvantaged children:

- All staff are aware of the disadvantaged students they teach and consciously build strong relationship with these students, gaining knowledge of their subject strengths and areas for development
- We focus relentlessly on developing their talents and passions and address individual unique barriers including financial and practical
- We are conscious that we are powerful advocates for each child and seek to challenge and inspire through enriching academic and extracurricular opportunities
- We ensure that they are leaders in our community, we believe in them, and prioritise them at every opportunity proactively encouraging them to take on leadership roles and develop skills to take beyond school
- Exceptional teaching is at the heart of our disadvantaged children's success through our student engagement strategies, knowledge rich, cohesive curriculum, feedback and high expectation we know we can make a difference to meet the needs of the individual learner with no bar placed
- Oracy underpins all of our work at Colley Lane Primary Academy through early diagnosis using WellComm in our early years provision to our student engagement strategies prioritising teaching and application of vocabulary
- We know that excellent attendance is key to a child's attainment and support and challenge parents/carers to maintain good attendance.

Our key areas of focus are::

- To increase the number of our disadvantage children who are achieving higher standard
- To ensure that all our pupil premium children leave our early years setting with a good level of development
- To ensure that all our pupil premium children achieve their Y1 phonics screening
- To ensure that our pupil premium attendance is improving and that our children and parents understand the importance of regularly attendance
- To provide a rich diet of cultural capital and develop our children's personal potential through a no barrier approach to clubs and trips



Challenges

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

Challenge number	Detail of challenge
1	Higher Standard Attainment in 2023/24 KS2 combined attainment was 0% for pupil premium children and only 3% for writing and maths
2	To ensure that underdeveloped oral language, communication skills and vocabulary gaps are no barrier to academic attainment
3	Poor attendance in 2023/24 our pupil premium children’s attendance was 93.3%
4	Our pupil premium children have less opportunity outside of school to access wider experiences and less cultural capital to support their access and understanding of our curriculum
5	Supporting more complex family situations to ensure that those impacted by Adverse Childhood Experiences receive the support needed for their mental health and wellbeing

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
Through exceptional teaching more of our pupil premium children obtain higher standard	<ul style="list-style-type: none"> • 100% of teaching is effective • 30% of teaching is exceptional • PP children's higher standard attainment to be higher than national • 100% of PP children achieve GLD • 100% of PP children achieve their Phonics Screening
Improved oral and language skills for our pupil premium children	<ul style="list-style-type: none"> • WellComm assessments evidence children leave our early years setting at age related expectation • Statutory attainment is in line with or better than national
The attendance gap between pupil premium children and others closes	<ul style="list-style-type: none"> • Pupil premium attendance is in line with other children • Reduction in number of persistently absent pupil premium children
All pupil premium children are able to access trauma informed support as and when needed	<ul style="list-style-type: none"> • 100% of pupil premium children access talk time and other relevant interventions and support as needed • Pupil voice evidences the impact of school support



<p>All pupil premium children are able to access all curriculum trips and wider personal potential opportunities offered</p>	<ul style="list-style-type: none"> • 100% of pupil premium children attend our school trips and wider experiences • Over 75% of our pupil premium children will attend an extracurricular club • Statutory attainment is in line with or better than national
--	--

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £116,472

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintaining high quality teaching through additional PPA release teachers will plan and prepare lessons and adapt to ensure that all children meet the lesson objective	As stated by the EEF high quality teaching is the great teaching is the most lever to improve outcomes	1 / 2
Use of Steplab to enhance approach to instructional coaching	Instructional coaching contains all mechanisms of the EEF's effective professional development guidance report	1 / 2
Additional teaching staff across our EYFS setting to support oracy and language acquisition	The EPI reported in 2023 that disadvantaged pupils have, on average, lower attainment than others. In 2023, the disadvantage gap was 4.6 months at the age of 5.	1 / 2

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

Budgeted cost: £52,255

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Programme to improve listening, narrative and vocabulary skills	The EEF's Toolkit shows that on average oral language approaches	1 / 2



	have a high impact on pupil outcomes of 6 months on average.	
Phonics TA to ensure that children keep up not catch up throughout KS1	The EEF's Toolkit shows that phonics has a positive impact overall of 5 months.	1 / 2
Accelerated Reader to deliver our hotspot reader programme in KS2	The EEF's Toolkit shows that reading comprehension has a positive impact overall of 6 months.	1 / 2
Teaching assistant deployment ensures that intervention are thorough and robust and children keep up not catch up	The EEF's Toolkit shows that small group tuition has an average impact of 4 months additional progress over the course of the year.	1 / 2

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

Budgeted cost: £32,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support for identified children	The University of Kent has reported that positive impact of TISUK including TISUK including decreased fixed-term exclusions, suspensions, and incidents of physical restraint. Additionally, there has been an improvement in staff and student well-being, learner engagement, attainment, and attendance	3 / 5
Embedding principles of good practice for attendance	As reported by the Children's Commissioner the correlation between attendance and attainment is significant	1 / 2 / 3
Extracurricular activities and curriculum enrichments	The EEF's Closing the Attainment Gap shares that essential life skills (character) determine life chances. To build cultural capital pupils need access to experiences to support acquisition of knowledge.	4

Total budgeted cost: £200,892



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Analysis of our statutory assessment data for 2023/24 has supported us to create the strategy for 2024/25 and our key areas of focus. We are ambitious and relentless in securing exceptional outcomes for or underserved children.

CLPA Disadvantaged KS2 Expected +			
Reading	Writing	Maths	Combined
68%	74%	78%	60%
National Other			67%
National Disadvantaged			45%

CLPA Disadvantaged GLD	National Disadvantaged GLD	National GLD
65%	52%	68%

CLPA Disadvantaged Y1 Phonics Screening	National Disadvantaged Y1 Phonics Screening	National Y1 Phonics Screening
78%	68%	80%

CLPA Disadvantaged Attendance	91.6%
CLPA Attendance	94.1%
National Attendance	94.5%



Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
WellComm	GL Assessment
Widgit	Widgit Software Ltd
Accelerated Reader	Renaissance