

## Pupil premium strategy statement

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	Colley Lane Primary Academy
Number of pupils in school	535
Proportion (%) of pupil premium eligible pupils	32.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	D Simpson (Head)
Pupil premium lead	D Simpson
Governor / Trustee lead	M Leigh

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 217,860
Recovery premium funding allocation this academic year	£ 19,464
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£ 237,324</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### **KEY PRINCIPLES OF OUR STRATEGY**

- Our core strategy revolves around an unwavering commitment to enhancing the quality of classroom teaching. This approach is grounded in Sutton Trust research, which underscores that disadvantaged students typically derive the greatest benefits from improvements in teaching. Furthermore, it underscores the importance of minimising student withdrawals from class.
- We will continue developing a data-driven strategy, guided by objectivity, acknowledging that not all students eligible for pupil premium support necessarily face social disadvantage.
- We also acknowledge that not every socially disadvantaged student may qualify for pupil premium funding. Nonetheless, we are dedicated to identifying and addressing their unique needs through tailored provisions.
- Resources will be allocated based on the specific requirements of individuals, classes, and student cohorts. We recognise that these needs may not be uniform across the entire school.
- Our actions will be evidence-based, with clearly defined objectives to ensure that every teaching and learning opportunity caters to the diverse needs of all our students.

### **OUR ULTIMATE OBJECTIVES FOR DISADVANTAGED PUPILS AT COLLEY LANE**

- Enhance Attainment: Elevate academic achievement among disadvantaged pupils and mitigate the adverse effects of pandemic-related lockdowns on their academic, personal, and social development.
- Achieve Educational Excellence: Ensure that every student without an identified special educational need reaches, at minimum, the expected standard in reading, writing, and mathematics, with a vision of surpassing these standards.
- Fulfil Potential: Empower all students to unlock their full potential during their tenure at Colley Lane, equipping them with confidence, pride, and a rich array of interests and skills as they transition to their next stage in life.

### **HOW OUR PLAN WORKS TOWARDS THOSE OBJECTIVES**

- Implement clear strategic programmes to address whole school areas identified for improvement and ensure this is done with effective and ongoing staff training to maximise their impact.
- Utilising skilled teachers and support staff to work with children on short-term, targeted, evidence-based interventions as needs are identified.
- We ensure that the wider aspects of provision are properly resourced to enable pupils to fully and effectively engage in their learning in the long term and also encourage them to achieve their full potential in all aspects of their development.

## Challenges

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

Challenge number	Detail of challenge
1	Low performance in reading and phonics. Published Reading data for KS1 64% at expected, KS2 63% at expected. Y1 Phonic check 65%.
2	High proportion of SEN across the school 16.3% (6% within Disadvantaged group)
3	Lower Attendance and punctuality. The pattern of attendance needs to improve
4	Impact of COVID-19 on academic learning and behaviours for learning
5	Limited access to opportunities for personal potential

## 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
Achievement in reading	Increase achievement in reading to at least <b>65%</b> pupils eligible for pupil premium working at expected standard or above in KS2.
Achievement in phonics	At least <b>80%</b> pupils eligible for pupil premium to achieve the expected standard in the phonics screening check.
SEN targets	Ensure <b>all</b> pupils eligible for pupil premium support achieve relevant SEN targets (ie: EHCP, LSS, S&L).
Increase Attendance and reduce Persistent absence (PA)	Ensure attendance of disadvantaged pupils is above <b>95%</b> and the profile and importance of attendance is promoted across the school.
All learners make accelerated progress over the year	Attainment across all groups but particularly the disadvantaged pupils increase.

## 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: £15,414

Activity	Evidence that supports this approach	Challenge number(s) addressed
Instructional Coaching to develop teacher expertise and effectiveness.	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending "Teaching quality is important. It is arguably the greatest lever at our disposal for improving the life chances of the young people in our care (Hattie, 2015), particularly for those from disadvantaged backgrounds." (William 2016)</p> <p>The trial within the Trust last year showed how effective it can be</p>	1, 4
Whole class reading	<p>Reading attainment within the school from the last published outcomes have improved and exposure to high-quality texts raises expectation with pupils.</p> <p>(EEF Improving Literacy KS2 Recommendation 3, EEF Improving Literacy KS1 recommendation 2)</p>	1, 4
Accelerated Reader	<p>The need for a more robust reading approach had presented itself and support from an academy school highlighted the positive gains that could be made. (EEF Improving Literacy KS2 Recommendation 3)</p>	1, 4
Wandle letters & sounds	<p>Phonic Approaches have a strong evidence base that indicates a positive impact on the accuracy of reading, particularly for disadvantaged pupils</p> <p>(EEF Phonics +5 months, EEF Improving Literacy KS1 recommendation 3)</p>	1,2
Maths Mastery	<p>Greater expectations for children to achieve at the higher standard and develop mastery approach. Approach supports the recommendation in EEF Improving Mathematics in the Early Years and KS1 &amp; EEF Improving Mathematics in Key Stages 2 and 3 (EEF Mastery Learning +5 months)</p>	2, 4
Staff CPL – to support above and writing, SEN, behaviour, safeguarding etc.	<p>High-quality Staff CPL is essential to follow the EEF principles. This is followed up during staff meetings and INSET.</p> <p>We are part of Windsor Academy Trust and benefit from shared CPL and Lead practitioner for core subjects and teaching and learning.</p>	1,2,3,4,5

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

Budgeted cost: £67,379

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist Teacher for Speech & Language	Children enter the setting with high speech and language need alongside EAL. Specialist support over 3 days a week has had a positive impact on children's outcomes over 16 years	1,2, 4
Academic Mentoring – Early reading	Successful project over the academic year 2021-2022 (EEF Toolkit Small group tuition +4 months)	1,2, 4
Interventions in support of Wandle phonics program	High quality structured interventions are a key component of effective pupil premium strategy and can have huge positive outcomes for struggling pupils. (EEF Toolkit Small group tuition +4 months)	1,2, 4
Interventions in support of gaps identified by Accelerated Reading program.	High quality structured interventions are a key component of an effective pupil premium strategy and can have huge positive outcomes for struggling pupils. (EEF Toolkit Small group tuition +4 months)	1,2,4
Arabic speaking TAs to provide targeted EAL support.	9% of PP children have EAL. Work in small groups and 1:1 when they first enter school setting has ensured that all children make progress (EEF Oral language interventions + 6 months)	1,2,3,4, 5
Additional SEN support from qualified SENCo	Half day support from Additional SENDCo has added the progress of external agencies impacting on pupil outcomes.	1,2,3
Devices for children - iPads	Use of 1:1 devices used in iPad project had a positive impact on outcomes and engagement (EEF Report Using digital technology to Improve Learning)	1,2,4
Online teaching programs to support learning	TTRS, Spelling Shed, Number Gym, Century Tech	1,2,4

FFT Lightning Squad – reading intervention	Structured interventions are a key component of effective pupil premium strategy and can have huge positive outcomes for struggling pupils. (EEF Toolkit Small group tuition +4 months)	1,2,4
Use of School Led Tutoring	Tuition targeted at specific needs and gaps is an effective method to support low attaining pupils	1,2,4

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

Budgeted cost: £154,531

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training to develop relationships and positive behaviour management approach (including use of Dojo system).	“Every child needs a Champion” - Rita Pierson. Establishing positive relationships with pupils and adopting a positive behaviour approach impacts positively on	1,2,4,5
Our Hive - SEMH/pastoral Base	Establishing a separate learning environment with a greater adult/pupil ratio will ensure all pupils make progress. One teacher and one LSA currently  The impact of Covid has presented challenges in behaviour for a number of PP pupils. Talk time for more vulnerable pupils ensures they are ready to learn. (EEF Report Improving behaviour in schools)	2,3, 4,5
Music Tuition - DPA	Every child deserves the opportunity to experience music and reintroduce Dudley Performing arts into School	5
Breakfast club & After School Club	Hungry children do not perform well. Children to have access to breakfast and after-school club to ensure parents can access the workplace.	3,5
Attendance system (Attendance Officer & Deputy Head working alongside LA)	Attendance and punctuality issues. Whilst the figure is not low, we would like to maintain good attendance for PP and disadvantaged pupils. Pastoral support from	1,3
Subsidised trips and events	Enhanced school curriculum has shown positive impacts on pupils outcomes and mental well-being. Ability to	2, 5

	<p>subsidised trips and experiences improves self-esteem and impacts attainment and attendance.</p> <p>Opportunity for all pupils to access high-quality, inclusive sports and after-school clubs</p>	
Trauma-Informed Training	Support the emotional needs of the children by ensuring a core number of staff are Trauma-Informed and provide interventions and programmes of nurture	4,5
Resources - academic and personal	Children need access to resources for learning or as part of structured interventions. Evidence points towards a divide when not able to have similar resources as non-disadvantaged pupils	4,5

**Total budgeted cost: £237,324**

## 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 **2021 to 2022** academic year.

The key strategies for 2021-22 are shown below with impact statements against them:

#### **Quality First Teaching**

#### **Attainment and Progress of Disadvantaged Pupils at the end KS2:**

Colley Lane Primary Academy	2021/2022 Reading	2021/2022 Writing	2021/2022 Maths
% Achieving at least ARE*	48%	48%	52%
% Achieving above ARE*	13%	13%	0%

\*Age Related Expectations

The impact of missing school year due to the pandemic on the performance of disadvantaged pupils can clearly be seen.

#### **Other Barriers to Learning**

Behaviours to learning have improved but will be a focus for the academic year ahead.

### Externally provided programmes

*The following non-DfE programmes were purchased in 2022/23.*

Programme	Provider
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Times Tables Rockstars	TT Rockstars
KS1 Reading Catch Up Programme	Academic Mentoring
Speech and Language	SALT
Behaviour support	Trauma Informed Training
Individualised Learning	Century Tech