

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	530
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	D Simpson (Head)
Pupil premium lead	D Simpson/J Mills
Governor / Trustee lead	Chris Sturman-Sprigg

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 217,528
Recovery premium funding allocation this academic year	£ 23,055
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£ 240,583</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### KEY PRINCIPLES OF OUR STRATEGY

- The cornerstone of our strategy is constantly striving to improve the quality of teaching within the classroom. This is based on Sutton Trust research which identifies that disadvantaged pupils generally benefit most from improvements in teaching and it also recognises the need to minimise withdrawal of pupils from class.
- We will continue to develop an objective, data led strategy which recognises that not all pupils eligible for pupil premium support will be socially disadvantaged.
- We also recognise that not all socially disadvantaged pupils will be eligible for pupil premium funding but we will ensure that their needs are identified and addressed by provision made.
- Resources will be allocated based on the needs of individuals, classes and cohorts, which we recognise might not be homogenous across the school as a whole.
- Our actions will be evidence based with clear targeted outcomes to ensure that all teaching and learning opportunities meet the needs of all pupils.

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

- To improve attainment for disadvantaged pupils and minimise the impact of lockdowns during the pandemic on pupils academic, personal and social development.
- To ensure that all pupils who do not have an identified special educational need achieve at least expected standard in reading, writing and maths with an ambition to attain higher standards.
- For all pupils to achieve their potential during their time at Colley Lane and enable them to move on confidence and pride and a wide range of interests and skills.

### 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 data for KS1 60% at expected, KS2 73% at expected
2	High proportion of SEN across the school (18% 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>60%</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: £13,487

Activity	Evidence that supports this approach	Challenge number(s) addressed
Instructional Coaching to develop teacher expertise and effectiveness.	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	1, 4

	<p>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>	
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 +5months, 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</p> <p>(EEF Mastey Learning +5 months)</p>	2, 4
Staff CPL – to support above and writing, SEN, behaviour, safeguarding etc.	<p>High-quality Staff CPLis 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: £68,269

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist Teacher for Speech & Language	Children enter or 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 2020-2021 (EEF Toolkit Small group tuition +4months)	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 +4months)	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 +4months)	1,2,4
Arabic speaking TAs to provide targeted EAL support.	32% 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. Engagement with home learning was good during lock-down and this strategy has seen	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 +4months)	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
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £158,827

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	1,3
Subsidised trips and events	Enhanced school curriculum has shown positive impacts on pupils outcomes and mental well-being. Ability to subsidised trips and experiences improves self-esteem and impacts attainment and attendance.  Opportunity for all pupils to access high-quality, inclusive sports and after-school clubs	2, 5

Resources -	Children have not had access to resources for learning or part of structured interventions. Evidence points towards a divide when not able to have similar resources as non-disadvantaged pupils	4,5
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**Total budgeted cost: £240,583**

## 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 2020 to 2021 academic year.

The attainment data for 2019 & 2020 are shown below. The impact of the lockdowns during the pandemic can be seen and demonstrates the need to fully support disadvantaged pupils in school.

The key strategies for 2020-21 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	2019/20 Reading	2019/20 Writing	2019/20 Maths	2020/21 Reading	2020/21 Writing	2020/21 Maths
% Achieving <b>at least</b> ARE*	64%	52%	68%	52%	32%	40%
% Achieving <b>above</b> ARE*	13%	4%	0%	13%	4%	4%

\*Age Related Expectations

The impact of lockdown on the performance of disadvantaged pupils can clearly be seen.

#### Other Barriers to Learning

Similarly, it is not possible to quantify the impact of EAL, SEN and behavioural support, which did continue during lockdown, because of the impact of other factors.

## Externally provided programmes

*The following non-DfE programmes were purchased in 2020/21.*

<b>Programme</b>	<b>Provider</b>
Times Tables Rockstars	TT Rockstars
KS1 Reading Catch Up Programme	Academic Mentoring
Speech and Language	SALT
Behaviour support	Phase Trust