



Collierley Primary School Disadvantaged Funding Strategy



2020-2021

Summary of Information			
Academic Year	2020-2021	Total PP Allocation	£80,520+1000 = £81,520 (estimate)
Total Number of Pupils	143 + 16 = 159	Number eligible for PP Funding	61 + 2

Reception – Year 6 Pupil Premium Funding				
Pupils Eligible for PP Funding = 61	Number of Eligible Boys =	Number of Eligible Girls=	Number of Looked After Children = 1	Number of Service Children = 0
61	Per Pupil £1,320	Per Pupil £1,320	Per Pupil £2,200	Per Pupil £300

*Looked After Children receive £1,900 with £300 being retained centrally by the LA.

Early Years Pupil Premium Finding				
Total of Nursery Pupils	Number of Eligible Pupils = 2	Number of Eligible Boys =	Number of Eligible Girls =	Total EYPP Budget
16	Hourly Rate £0.53	Hourly Rate £0.53	Hourly Rate £0.53	£1000 (estimate)

Summary of main barriers to educational achievement faced by eligible pupils within the school.

Attendance – pupils who are eligible for pupil premium are more likely to have poor attendance. At the end of 2019 – 2020 (March data) the gap was 2.28%

Social and emotional difficulties – a significant proportion of children in school eligible for pupil premium face a range of challenges which result in a higher proportion of social and emotional issues than their peers. These impact on their ability to experience constructive social experiences outside of class time which can result in a likelihood of exclusion or lack of focus in teaching and learning periods. This challenge has been particularly heightened during the Covid-19 lockdown (Barnardo's 2020 and own school's findings).

Impact of the Covid-19 measures and lockdown – evidence shows (Sutton Trust 2020) that children from disadvantaged backgrounds are more likely to have had their education disrupted due to poorer access to the internet and suitable devices.

Mathematics and understanding of number – analysis of Pupil Progress Reviews indicates that pupil premium children are not making good or better progress in line with those children who are not in receipt of PP funding. This is related to the lower

Reading difficulties – pupil premium pupils are more likely to enter school with communication skills below those expected for their age.

Basic skills and communication difficulties – pupil premium eligible pupils are more likely to enter school at below age related expectations.

Physical development – pupil premium pupils are more likely to be unable to manage their own basic hygiene needs including dressing and going to the toilet independently.

Barrier to Learning - Attendance				
	Cost	Focus	Review End of Year	Proposed Impact End of year impact
Attendance	£5,500	Attendance officer employed to support families in improving attendance and to ensure that action is taken in a timely manner when attendance is not improving paying very close attendance to the persistent absentees. The attendance officers will also signpost families to support from other agencies when appropriate.	<p>Autumn Term 2019 9.09% (13 children) Persistent Absentees Difference between attendance of PP and Non = 2.92%</p> <p>Autumn Term 2020 6.44% (10 children) Persistent Absentees Difference between attendance of PP and Non = 2.28%</p> <p>End of Year data shows that the gap between PP absenteeism and non-PP absenteeism has diminished to 1.8%</p>	<p>Reduction in the number of persistent absentees amongst pupil premium eligible pupils. Diminishing the difference of 2.28% between attendance of non-FSM pupils compared to FSM pupils.</p> <p>Difference between attendance of non-FSM pupils and FSM pupils is 1.8%</p>

Barrier to Learning – Social and Emotional Difficulties				
	Cost	Focus	Review End of Year	Proposed Impact End of year impact
Mental Health and Emotional Literacy Recovery Curriculum	Kapow Subscription - £185	<p>PSHE a focus in the whole school curriculum with the subject taught by the class teacher every week. Proactive and reactive long term plan written addressing the needs of the pupils.</p> <p>Use of Headspace on line meditation service for</p>	<p>PSCHE is being taught daily in every class in some format. Headspace ap is being used in class. Children are identifying</p>	<p>Children are given the vocabulary to talk about any issues or worries and strategies to support with them.</p> <p>Weekly planned PSHE lessons are delivered in every class following a</p>

		<p>selected children to give an opportunity to focus and reduce stressful situations.</p> <p>Recovery curriculum taught robustly across KS1 and KS2 for the first half term.</p>	<p>themselves when they feel that they would benefit from counselling – plans are in place to launch drop in sessions with the counsellor when all children return to school.</p> <p>During the second lockdown and remote learning, there was a focus on mental wellbeing. Remote activities included: Liz Million, author “visit”, yoga, mindfulness workshop.</p>	<p>bespoke long term plan that meets the needs of the children and community.</p>
<p>Cultural literacy</p> <p>visitors and workshops as well as local outdoor visits</p>	<p>£2,520</p>	<p>Visits, visitors and learning opportunities written into the school curriculum to give the background understanding that the children require to be able to access the curriculum fully. A greater understanding leads to reduced frustration in the classroom and better behaviour.</p>	<p>Y5 and Y6 had workshops based on personal safety on line as well as knife crime etc.</p> <p>Y4 had and online Punctuation Show whilst they were self isolating.</p> <p>Years 1 to 5 took part in the Wednesday Wave in the local community.</p> <p>All children completed a social enterprise project which carefully considered the needs of a different community group.</p> <p>During the second lockdown and remote learning, there was a</p>	<p>The children will have the required knowledge to access the curriculum fully.</p> <p>The whole school enjoyed a beach visit (one class remotely. This class has been booked to go to the beach in September).</p> <p>Years 1, 4 and 5 visited a city art gallery and learned the geography and local history of the quayside area of Newcastle.</p> <p>STEM experiences were enjoyed by Years 2 and 3.</p> <p>Howtown residential visit was relocated to be completed within the school grounds.</p>

			<p>focus on mental wellbeing. Remote activities included: Liz Million, author "visit", yoga, mindfulness workshop.</p>	
Additional Lunchtime Play Leader	£4,100	Safe supervision and support in outdoor play to allow the children space to learn and socialise in an outdoor environment.	<p>With the requirement to maintain separate bubbles the additional lunchtime playleader has enabled this to happen and all bubbles have the same playleaders each day, hence building relationships.</p> <p>Weekly briefings and updates continue with the play leaders to ensure they are aware of the needs of the children and the government guidance.</p>	<p>An improvement in health and wellbeing leads to increased learning capacity.</p> <p>The gap in progress in KS2 assessments to reduce to the national expected standard of 0.</p> <p>KS2 SATs were not done in 2021. Based on Teacher Assessment: Reading – pp 100% EXS+ non pp 82% EXS+ Writing – pp 75% EXS+ non-pp 73% EXS+ Maths – pp 75% EXS+ non-pp 82% EXS+ GPS – pp 75% EXS+ non-pp 82% EXS+ Combined pp 75% EXS+ non-pp 73%EXS+</p>
Classroom Breakfast	£2,876	To provide a healthy breakfast for all children within the school.	<p>The government withdrew the free bagel breakfast for all children in the Autumn term – this funding has enabled us to continue it due to the positive impact which it has on our children.</p> <p>During lockdown we will be able to provide bagels for families at home.</p> <p>Been able to provide hampers for the families during summer holidays.</p>	<p>An increase in attendance and reduction in lates.</p> <p>An increase in the children's concentration throughout the morning.</p> <p>An increase in children having had a healthy breakfast to start the school day.</p> <p>Difference between attendance of non-FSM pupils and FSM pupils is 1.8%</p>

Crisis Response and Behaviour Support SLA	£1,993	To provide specialist support for a small number of children presenting with challenging behaviours.	<p>Y6 have received sessions in school preparing them for the transition to secondary school as many children expressed concern about this. The whole class sessions will be followed up with group sessions.</p> <p>One child has been offered a placement at The Green School where they will provide a half term of intensive support on increasing self esteem and ability to cope within the classroom – this is on hold due to remote education, but support has been offered to parents in the home.</p> <p>Rapid support was provided to a child in Key Stage 2 during the spring/summer term.</p>	<p>Prevent exclusions. Give pupils strategies to manage their behaviour, thereby reducing disruption in their own and other’s learning. To support the signposting of other agencies when appropriate.</p> <p>There have been no exclusions during the 2020-2021 academic year.</p>
Counselling for targeted pupils	£4,500	To provide specialised counselling sessions for children in need by Hudson Counselling.	<p>A dedicated counselling space has been provided.</p> <p>3 girls in KS2 referred themselves to the service and support has been provided for children (and some parents) across KS1 and KS2.</p> <p>Counselling continues during the period of remote education.</p> <p>An additional 16 drop-in sessions</p>	<p>An improvement in identified children’s ability to express themselves and develop strategies to support themselves.</p> <p>Children and families of identified children are identifying a positive impact of counselling.</p> <p>There was a very high awareness (91%) of parental awareness of counselling sessions. 93% of parents responded that the return to school</p>

			<p>were added to the timetable to meet demand.</p> <p>Of the 16, 4 have been added to the waiting list for counselling in the next academic year.</p>	<p>after lockdown had been positive for their children.</p>
Restorative Approach training within school	£1,000	To provide instruction and refresher courses in restorative approaches whole school staff.	<p>All new staff have been provided with a level of basic training on the approaches – this needs to be reviewed in the Spring Term.</p> <p>RA training continued after the spring term lockdown with refreshers for lunchtime play leaders.</p>	<p>To ensure consistency in the use of RA across the whole school. Parents to be offered training on the principles of RA approach used in school.</p> <p>The restorative approach continues to be used successfully across the school. Older children are reporting more rapid resolutions to friendship issues.</p>

Barrier to Learning – Impact of the Covid-19 lockdown				
	Cost	Focus	Review End of year	Proposed Impact End of Year Impact
Devices	£1,300	<p>Purchase of devices to enable children to access all learning at home even in the case of isolating due to Covid –19.</p> <p>Homework and additional resources are also available to the children via internet sites. Providing a device allows fairness of accessibility.</p>	<p>4 devices were loaned to children in Y4 when they needed to self isolate.</p> <p>8 devices were loaned to families for purposes of completing weekly homework.</p> <p>Demand for devices has increased significantly during the period of remote education. Currently 26 devices are on loan to families.</p> <p>£3000 has been used to purchase more chromebooks for families.</p>	<p>The attainment and progress of disadvantaged children will be at least as good as non-disadvantaged children in all year groups in English and Maths.</p> <p>Due to remote learning and self isolation during the pandemic, attainment for all groups of children has fallen.</p> <p>The gap in attainment between pp and non-pp for reading, writing, maths and GPS combined is –7% EXS, +2% GDS.</p>

MyON subscription	£2,500	Paying for this subscription service allows safe access to 5,500 books which the children can read at home. These books are also directly linked to the Accelerated Reader programme.	Through negotiation, we managed to purchase this for £2,000. From 18.1.21 children in KS2 will be able to use this to complete their reading at home and in school.	Reading progress to improve from -3.87 in 2019 to achieve at least national average progress scores (0) in KS2 reading assessment by 2022. Since subscribing to myON in January, there have been 753 books read with an average of 146 minutes per week spent reading.
Training in G Suite and Google Classroom	£1,100	All staff will be confident in using G Suite and Google Classroom to communicate with their class and each other and set work. Work will be set daily on this platform when children are isolating.	Remote Education is having a significant impact on skilling staff, children and parents up in the use of Google Classroom. Attendance in twice daily google meets is high – with maths sessions being the highest attended. See data tracker. Where children are unable to attend the Google Meet, instructions and materials to support independent learning and work is submitted. Staff are proactive in finding and sharing solutions to any difficulties encountered in remote learning and teaching.	Consistent quality education will continue for all children even if isolating. There will be no loss of attainment or progress. Due to remote learning and self isolation during the pandemic, attainment for all groups of children has fallen. The gap in attainment between pp and non-pp for reading, writing, maths and GPS combined is -7% EXS, +2% GDS. The positive impact of the use of G Suite and Google Classroom is that all children are provided with quality remote education in line with the remote education policy from the first full day of self-isolation, minimising the impact of any break from school.
Zoom subscription	£1,400	ZOOM to enables children to continue to see each other and their class teacher even if isolating. This is important for the emotional well-being of the children.	Children in early years are invited to daily zoom sessions during the period of remote education. All staff communication/training/socialising is completed through zoom.	Children continue to be part of the class even when in another setting. Progress to improve to at least national average (0) in KS2 assessments by 2022. Zoom is used to ensure cross agency communication, staff meetings and

				training. It was also used successfully for Parent/Teacher consultation evenings during 202-2021 to maintain home school partnership.
Rising Stars subscription	£250	Phonetically decodable reading material is available for all children both in book form and online. This allows for access in all settings – at school and away.	All children in EY, KS1 and the early readers in Y3 are accessing Rising Stars books at the relevant individual levels.	Achieve at least the national expected score in the phonics screening check. 90% of pupils in Year 1 achieved at least the expected score in the phonics screening check.

Barrier to Learning – Low Starting Points - Maths				
	Cost	Focus	Review End of year	Proposed Impact End of year impact
Maths interventions	£8,022	Children with specific maths difficulties where other interventions have not had the desired impact.	Sessions are up and running in Y5 and progress is being made. Sessions continue during lockdown. The National Tutoring Programmes is being used for children in years 1, 3, 4 and 5.	Improved maths ages for pupils who display specific difficulties and access this intensive intervention. Of the children involved in the NTP, 12 made rapid progress achieving EXS by the end of the year. The 3 children in Y5 receiving in class interventions are accessing the next year's maths curriculum in a term and a half.
Times Tables Rockstars	£220	Children across school to be improving times tables.	Uptake and impact of TT Rockstars is soaring. An initiative has been implemented and data demonstrates a significant improvement in speed and accuracy of recall.	Children in Y4 meet the expected level in the x tables tests. 92% of Year 4 children met the expected level in the multiplication tables check.

Focussed quality first teaching training for maths	£5,000	High focus in improving the quality of teaching for every class.	<p>Attendance at the online Google Meets for maths is higher than English – is this because the children are enjoying these lessons more?</p> <p>Ongoing training and development are delivered and impact closely monitored by the maths lead.</p>	<p>An effective teacher is in front of every class and every teacher is supported to keep improving.</p> <p>The maths lead monitors teaching and learning of maths each week, providing immediate feedback and action points.</p>
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Barrier to Learning – Low Starting Points - English				
	Cost	Focus	Review End of Year	Proposed Impact End of Year Impact
Catch Up Literacy delivery in school.	£450	Children with specific reading difficulties where other interventions have not had the desired impact.	<p>Intervention in place – baseline reading ages have been gathered.</p> <p>Reading ages collected at end of year.</p>	<p>Improved reading ages for pupils who display specific difficulties and access this intensive intervention.</p> <p>On average reading ages have improved by 10 months.</p>
Accelerated Reader	£3,500	Children access AR at their individual level.	All children in KS2 (beyond the very early readers) access AR and now have access to MYon which links directly to accelerated reader and provides books at the appropriate level.	<p>% of children in receipt of PP are making progress in their reading ages and reading for enjoyment.</p> <p>On average reading ages have improved by 10 months. Since subscribing to myON in January, there have been 753 books read with an average of 146 minutes per week spent reading.</p>
Focussed quality first teaching training for English.	£5,000	High focus in improving the quality of teaching for every class.	Reading training has been delivered to all staff in KS1 and KS2. This is ensuring that every	An effective teacher is in front of every class and every teacher is supported to keep improving.

			<p>class has a high quality book as the focus for their daily English lessons.</p> <p>Impact of training has been monitored with support from an external consultant working with the English leads.</p>	<p>The English lead monitors the learning and teaching of English each week. As a result of observations and work with external consultant and English hub, a new planning format and teaching regime is being introduced.</p>
	Cost	Focus	Review End of Year	Proposed Impact End of Year Impact
Educational Psychologist	£551	To complete assessments with recommended actions for children struggling to make progress despite additional support.	The Autumn meeting enabled us to identify the appropriate routes for 32 children on the SEN register.	<p>Additional needs are identified and being addressed.</p> <p>Parents are involved in pupil's progress reviews.</p> <p>At the end of the year, there are 33 children on the SEND register, 8 of whom have an EHCP.</p>
SENDCo monitoring and supporting provision within classrooms	£2,170	To identify additional needs within classrooms and support class teachers. To complete paperwork and requests for additional support when necessary.	In the Autumn Term we had 1 application for EHCP accepted, 2 further applications are being considered by the LA, 3 applications for top up funding were successful with one new application for top up funding granted after numerous applications.	<p>Top Up Funding requests are applied for in a timely manner and are increasingly successful.</p> <p>In total, 7 applications for Top Up funding have been successful in 2020-2021.</p>

Barrier to Learning – Communication Difficulties				
	Cost	Focus	Review End of Year	Proposed Impact End of Year Impact
LEXIA sessions to support children with reading/spelling	£7,122	Children with specific reading difficulties where other interventions have not had the desired	All children in Y3 and Y6 access LEXIA daily – this is where the	Improved reading ages and spelling application for targeted groups of

difficulties		impact.	identified area of need is the highest (except for specific individuals in KS1 and KS2).	pupils who have accessed the intervention. On average reading ages have improved by 10 months.
Specialist Speech Therapy input and guidance for exercises to improve language development.	£2,500	TA is able to deliver BLAST programme for children in EY and Y1. One full day per week to support the selected children with the intervention.	Additional training to be provided through a SALSP referral for specific children – under the direction from the Educational Psychologist.	An increase in PP in Y1 attaining ARE in reading, writing and phonics. 20% of PP children achieved ARE in reading, writing and phonics.

Barrier to Learning – Physical Development				
	Cost	Focus	Review End of Year	Proposed Impact End of Year Impact
2 x 0.2 TAs to deliver FS sessions	£9,496	Early Years children to have weekly Forest School Sessions where they are supported in their skills of ELG 04 (Moving and Handling) and ELG 05 (Health and Self Care). To build on the success of Forest School activities back in the EY setting.	Due to staff absence this has not happened during the Autumn term but will restart on the return of the EY Forest School leader. Forest School resumed upon the return of the EY practitioner.	An improvement in the control and coordination of pupils in large and small movements in EY. An increase in the % of PP pupils attaining 3 in ELG 04 (Moving and Handling) and ELG 05 (Health and Self Care) from 0%. 45% of pupils attained 3 in ELG 04 and 40% in ELG 05.
Continuous provision provided for children in Year 1 & 2 . (training and resourcing costs)	£3,000	Principles from Year 1 conference and EYFS framework applied to the teaching of children in Year 1 and year 2. Rooms resourced and furnished to provide space and facilities. TA support when and where appropriate.	Furniture not yet sourced. Bespoke training has continued remotely for Y1 and Y2 staff throughout both lockdowns. The provision at Collierley was identified at the Jan 2021 network meeting as best practice.	Children will continue to attain and progress, learning in a way that is suited to very young children. Physical needs addressed alongside educational needs. Year 1 phonics score is at least in line with national expectations. Reading age in Year 2 has increased

				by 1 year and 1 month over an 8 month period.
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Contingency				
	Cost	Focus	Review End of year	Proposed Impact
Contingency	£950	To quickly adjust to meet the needs of individual children as they arise.	The contingency was used towards the purchase of more devices to meet the needs of the second lockdown in January.	To be prepared for the needs of children as they come in to school.

TOTAL	£80,570			
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