



Collierley Primary School Disadvantaged Funding Strategy

2021-2022



Summary of Information			
Academic Year	2021-2022	Total PP Allocation	£72,600+1000 = £73,600 (estimate)
Total Number of Pupils	131 + 12 = 143	Number eligible for PP Funding	55+ 2

Reception – Year 6 Pupil Premium Funding				
Pupils Eligible for PP Funding =	Number of Eligible Boys =	Number of Eligible Girls=	Number of Looked After Children = 0	Number of Service Children = 0
55				
55	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
12	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 2020 – 2021 the gap was 1.8%

Children in Early Years and KS1 are not attaining the higher levels in reading, writing and maths – Jan 2021 EEF interim paper “The findings suggest that primary-age pupils have significantly lower achievement in both reading and maths as a likely result of missed learning. In addition, there is a large and concerning attainment gap between disadvantaged pupils and non-disadvantaged pupils.”

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.

Reading difficulties and the development of early reading skills – pupil premium pupils are more likely to enter school with communication skills below those expected for their age. In KS2 this transitions to further difficulties and an aversion to reading. DfE findings in the spring term found that there was “further learning loss” following the spring term lockdown in 2021.

Writing attainment gap – 6% fewer disadvantaged pupils attained the expected standard or above compared to non-disadvantaged pupils.

Social and emotional difficulties – a significant proportion of children in school eligible for pupil premium face a range of challenges which result 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).

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. Children display sensory seeking behaviours and have low upper body strength/coordination leading to poor writing skills.

Cognitive overload – there is an assumption of prior knowledge from teachers that can lead to cognitive overload of the learners. Due to the lockdowns, prior knowledge will be diminished.

Mid-year review in red

End of year review in green

Barrier to Learning - Attendance				
	Cost	Focus	Review	Proposed Impact
Attendance DfE research in 2016 found that higher absenteeism led to a higher probability of low attainment.	£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 attention to the persistent absentees. The attendance officers will also signpost families to support from other agencies when appropriate.	<p>The number of persistent absentees has reduced from 20 overall to 18.</p> <p>The difference in attendance between FSM and non-FSM pupils is 0.92% at the end of the year.</p>	Reduction in the number of persistent absentees amongst pupil premium eligible pupils. Diminishing the difference of 1.8% between attendance of non-FSM pupils compared to FSM pupils.
Barrier to Learning – Children in Early Years and KS1 are not attaining the higher levels in reading, writing and maths Mathematics and understanding of number				
	Cost	Focus	Review	Proposed Impact

<p>Maths interventions via the National Tutoring Programme.</p> <p>EEF has “extensive” evidence of the benefit of tutoring to improve outcomes.</p>	£500	<p>Pay the 25% shortfall from the Catch Up premium to allow small groups of children access to tutoring for rapid catch up in maths.</p>	<p>Average improvement of 2.35 in maths norm referenced standardised score.</p> <p>By the end of the year, the maths standardised score had improved by 5.23</p>	<p>Improved maths standardised scores for pupils who display specific difficulties and access this intensive intervention.</p>
<p>Times Tables Rockstars</p> <p>In 2020 to 2021 92% of Y4 pupils achieved at least the expected standard following the purchase of the TTRS subscription.</p>	£220	<p>Children across school to be improving times tables.</p>	<p>Scores in Times Tables Rockstars for year 4 are consistently improving.</p> <p>70% of Y4 pupils achieved 100% in the MTC.</p>	<p>Children in Y4 meet the expected level in the x tables tests.</p>
<p>Focussed quality first teaching training for maths</p>	£5,000	<p>High focus in improving the quality of teaching for every class.</p>	<p>94% of assessed disadvantaged pupils made at least the expected progress in maths.</p> <p>There has been a positive local authority “health check” of the school which highlights the regular monitoring of the subject by the leader to ensure the quality of teaching and learning.</p> <p>98% of assessed disadvantaged pupils have made at least expected progress in maths.</p> <p>Suggestions from the LA health check have been implemented and a follow up visit was also positive.</p>	<p>An effective teacher is in front of every class and every teacher is supported to keep improving.</p>

<p>Barrier to Learning – Children in Early Years and KS1 are not attaining the higher levels in reading, writing and maths Reading difficulties and development of early reading skills</p>				
	Cost	Focus	Review	Proposed Impact

<p>Whole staff training in Sounds Write phonics programme.</p> <p>EEF - "The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written."</p>	<p>£8,000</p>	<p>Synthetic Phonics teaching will be consistent across the whole school from EYFS to Y6 to ensure barriers to learning due to changes in teaching and methods are eradicated.</p>	<p>All staff have completed (and passed) 4 days of Sounds Write training.</p> <p>LA monitoring found this evident in all classes with a "clear fidelity" to the Sounds Write approach.</p> <p>88% of pupils in Y1 passed the phonics test (100% of assessed PP children).</p> <p>60% (9/15) of children achieved at least expected standard in reading in Year 2. 1 child (PP) achieved GDS in reading.</p> <p>In Year 6, 79% (teacher assessment) achieved at least the expected standard in reading, with 25% above the expected standard. Still awaiting the Standardised Assessment results at the time of writing.</p>	<p>Children in Y1 meet the expected standard in the Phonics Screening Test.</p> <p>Children in Y2 at least meet the expected standard in end of KS1 SATS with a higher proportion exceeding.</p> <p>Children in Y6 at least meet the expected standard in end of KS2 SATS with a higher proportion exceeding.</p>
<p>Sounds Write coaching with link school.</p> <p>EEF benefits of coaching cited as 8 months gain with extensive evidence.</p>	<p>£6,480</p>	<p>Raised awareness and reflection from teachers resulting in improved practice and increased expertise.</p>	<p>Burnhope Primary visits EYFS for phonics coaching.</p> <p>All staff have completed (and passed) 4 days of Sounds Write training.</p> <p>LA monitoring found this evident in all classes with a "clear fidelity" to the Sounds Write approach.</p> <p>88% of pupils in Y1 passed the phonics test (100% of assessed PP children).</p>	<p>Children in Y1 meet the expected standard in the Phonics Screening Test.</p> <p>Children in Y2 at least meet the expected standard in end of KS1 SATS with a higher proportion exceeding.</p> <p>Children in Y6 at least meet the expected standard in end of KS2 SATS with a higher proportion exceeding.</p>

			60% (9/15) of children achieved at least expected standard in reading in Year 2. 1 child (PP) achieved GDS in reading. In Year 6, 79% (teacher assessment) achieved at least the expected standard in reading, with 25% above the expected standard. Writing results at 71% was higher than national at the end of KS2.	
Accelerated Reader	£3,500	Children access AR at their individual level.	96% of assessed disadvantaged pupils had improved reading ages from September. The average improvement in reading age was 12 months. 97% of assessed disadvantaged pupils have improved reading ages at the end of the year with an average improvement of 13 months.	% of children in receipt of PP are making progress in their reading ages and reading for enjoyment.
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.	The decision was made to buy sets of decodable readers aligned to Sounds Write phonics rather than use Rising Stars. This has meant consistency in approach across all classes from EYFS to Y6. 88% of pupils in Y1 passed the phonics test (100% of assessed PP children).	Achieve at least the national expected score in the phonics screening check.
Focussed quality first teaching training for English.	£5,000	High focus in improving the quality of teaching for every class.	Of the assessed disadvantaged children, 78% made expected or better progress in reading.	An effective teacher is in front of every class and every teacher is supported to keep improving.

The EEF guide to the pupil premium states that the most effective way of closing the attainment gap is quality teaching in the classroom.			The LA praised the monitoring and support in English to ensure the quality of English teaching. By the end of the year, 87.5% of pupils had made at least the expected progress in reading. A follow up visit to the LA health check was also positive.	
Training and support from LA English advisor	£2,000	Teaching of reading comprehension and love of reading improves alongside phonics teaching and the mechanics of reading.	English advisor regularly works alongside English subject lead to improve standards in reading. Interventions are in place to ensure all children are heard read by an adult and comprehension is covered by the academic mentor with selected pupils. Based on Insight tracking data, 70% of disadvantaged children achieved at least the expected standard compared with 67% of non-disadvantaged children in reading.	The gap in reading attainment across the school diminishes from 6% based on the Insight Tracking data.
Barrier to Learning – Children in Early Years and KS1 are not attaining the higher levels in reading, writing and maths				
Writing attainment gap				
	Cost	Focus	Review	Proposed Impact
LA training package with EDP	£3,103	Improved practice and increased expertise of teachers. High focus on improving the quality of teaching in every class.	Of the assessed disadvantaged children, 100% made expected or better progress in writing. The LA praised the monitoring and support in English to ensure the quality of English teaching. Of the assessed disadvantaged children, 89.5% of children have made at least expected progress. Y2 and Y6 teachers have attended writing moderation and all staff have attended partnership writing training.	An effective teacher is in front of every class and every teacher is supported to keep improving.
Blue Sky Appraisal and CPD	£500	Focused appraisal and bespoke training for all staff to improve the quality of teaching and support in all classrooms.	Blue Sky appraisal is used to set and monitor performance management targets across the school.	The gap in writing attainment across the school diminishes from 6% based on the Insight Tracking data.

			Blue Sky has had very little impact on the attainment and progress of writing and will no longer be used in 2022 – 2023.	
Staff coaching programme within school. EEF benefits of coaching cited as 8 months gain with extensive evidence.	£5,040	Teaching of writing is improved with a greater self-awareness of teachers and opportunity to share expertise and time to reflect.	Coaching between Y1/ Y4 teachers and Y3/Y6 teachers has taken place. Coaching sessions are carried out each week by teachers to observe good practice across the school. Based on the Insight tracking data, the gap in writing attainment between disadvantaged and non-disadvantaged children remains too high (9%).	The gap in writing attainment across the school diminishes from 6% based on the Insight Tracking data.
Educational Psychologist	£551	To complete assessments with recommended actions for children struggling to make progress despite additional support.	Well attended drop-in sessions held for parents and staff to discuss individual children of concern. IDSR – does not demonstrate the overview of SEND currently – it shows only 5 EHCP and we now have 9 +1 in the draft stages. The primary need on IDSR shows that it is Speech, Language and Communication needs – but the primary need is ASD – several children are on the waiting list and 2 have been diagnosed since the IDSR.	Additional needs are identified and being addressed. Parents are involved in pupil’s progress reviews.
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.	The SENDCo has completed the national awards training, supporting and monitoring class teachers with SEND provision. All SEND children receiving interventions have an individual file recording the effectiveness of interventions. There are an additional 4 EHCP and 2 more children are in receipt of top-up funding.	Top Up Funding requests are applied for in a timely manner and are increasingly successful.

Barrier to Learning – Social and Emotional Difficulties				
	Cost	Focus	Review	Proposed Impact
<p>Mental Health and Emotional Literacy</p> <p>Local Authority Health Profiles indicate a prevalence of suicide, obesity, smoking and under 18 conception.</p>	<p>Kapow Subscription - £185</p>	<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>Class teachers teach PSHE/RSE weekly with a focus on vocabulary and being able to discuss issues/ask for help.</p> <p>Separate session has started for the more vulnerable children to address specific needs, support interaction and a view to assertiveness.</p>	<p>Children are given the vocabulary to talk about any issues or worries and strategies to support with them.</p>
<p>Cultural literacy</p> <p>visitors and workshops as well as local outdoor visits</p> <p>Studies show that improved cultural literacy improves life chances and ability to cope with change</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>All classes have at least one class visit a term that is linked to the curriculum.</p> <p>Well attended residential visits for Years 4 and 6 with disadvantaged children able to attend.</p>	<p>The children will have the required knowledge to access the curriculum fully.</p>
<p>Classroom Breakfast</p> <p>Dieticians (Red Cross 2010) advise that eating breakfast increases participation and engagement in school</p>	<p>£500</p>	<p>To provide a healthy breakfast for all children within the school.</p>	<p>All children in school are given a healthy breakfast if they want/need it.</p> <p>The number of persistent absentees has reduced from 20 overall to 18.</p> <p>The difference in attendance between FSM and non-FSM pupils is 0.92% at the end of the year.</p> <p>The difference in lates between FSM and non-FSM is 0.84%</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>

Counselling for targeted pupils	£4,500	To provide specialised counselling sessions for children in need by Hudson Counselling.	There is a counsellor in school for a day and a half each week for regular, formal counselling as well as for informal short drop-in sessions as requested.	An improvement in identified children's ability to express themselves and develop strategies to support themselves.
Restorative Approach training within school	£1,000	To provide instruction and refresher courses in restorative approaches whole school staff.	Restorative Approach consistently used throughout school. New staff have received induction and support with RA.	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.

Barrier to Learning – Communication Difficulties				
	Cost	Focus	Review	Proposed Impact
LEXIA sessions to support children with reading/spelling difficulties	£7,122	Children with specific reading difficulties where other interventions have not had the desired impact.	96% of assessed disadvantaged pupils had improved reading ages from September. The average improvement in reading age was 12 months. 97% of assessed disadvantaged pupils have improved reading ages at the end of the year with an average improvement of 13 months.	Improved reading ages and spelling application for targeted groups of pupils who have accessed the intervention.
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.	Speech therapy coaching delivered to TA in Y4. Children receiving intervention in line with support plans. 89% of PP children achieved ARE in phonics in Y1. Reading ARE improved from 30% at the beginning of the year to 60% of	An increase in PP in Y1 attaining ARE in reading, writing and phonics.

			PP children. Writing saw a drop of 10% (one child) in ARE from the beginning of the year.	
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Barrier to Learning – Physical Development Children displaying sensory seeking behaviours				
	Cost	Focus	Review	Proposed Impact
TA training to upskill lunchtime play leader	£3,000	Focussed support and intervention from a trained TA to develop gross and fine motor skills	Lunchtime play leader has since left the school. In LA health check found that the provision in EYFS was sensitively planned particularly in the areas of physical development. At the time of writing there was no EYFS data for the end of year.	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).
Sensory room	£3,000	Dedicated, timetabled space for children displaying sensory seeking behaviours.	The sensory room has been furnished and equipped. The timetable is used to ensure those children who need the time have dedicated access. Pupil voice was used to ensure the equipment supplied was suitable. The attainment gap in English has reduced to 3%. The attainment gap in maths is still 15%.	Sensory needs addressed leading to improved concentration and behaviour in the classroom. Attainment gap diminishes from 6% in English and 15% in maths.
ASC training and support	£1,100	All classroom staff able to respond to the needs of autistic children.	Post Diagnosis ASC training delivered by the LA attended by DHT and TAs. Significant improvement in behaviour and compliance within Y4 class. The attainment gap in English has reduced to 3%. The attainment gap in maths is still 15%.	Improved concentration and behaviour in the classroom. Attainment gap diminishes from 6% in English and 15% in maths.

			There have been no incidents of classroom disruption recorded on CPOMS since the ASC training in year 4. Across the school there has been a drop of 26% in the reporting of classroom disruption across the school.	
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Contingency				
	Cost	Focus	Review	Proposed Impact
Contingency	£400	To quickly adjust to meet the needs of individual children as they arise.		

TOTAL	£73,600			
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