

Pupil premium strategy statement

This statement details our school's use of pupil premium 2023 to 2024 academic year funding to help improve the attainment of our disadvantaged children.

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 | Collierley Nursery and Primary School |
| Number of children in school | 113 rec+ |
| Proportion (%) of pupil premium eligible children | 36% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022/2023 to 2025/2026 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Angela McDermid, Headteacher |
| Pupil premium lead | Jamie Thompson, Deputy Headteacher |
| Governor / Trustee lead | |

Funding overview

| Detail | Amount |
|---|------------------------------|
| Pupil premium funding allocation this academic year | £55,290 38PP £670 Service |
| Recovery premium funding allocation this academic year | £5510 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £598,471 |

Part A: Pupil premium strategy plan

Statement of intent

Regardless of their circumstances or difficulties, we want every student to make progress and achieve high achievement in all subject areas. Our pupil premium plan is centred on assisting underprivileged students in achieving that objective, including growth for those who are already high achievers.

Whether children are disadvantaged or not, the action we have described in this statement is developed to support their needs as well.

We see quality first teaching for all children as essential. This drive for high quality teaching across school is at the heart of our approach, with a focus on areas in which disadvantaged children require the most support. The proven impact of closing the gap by providing the highest quality of education for all is the rationale for this drive; it is the intention that non-disadvantaged children' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans focussed on achieving the best results for all.

Our strategy, which is based on a thorough diagnostic examination rather than generalisations about the effects of disadvantage, is responsive to both common problems and specific requirements. The strategies we've chosen work well together to help children succeed.

To ensure they are effective we will:

- ensure disadvantaged children are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve

Challenges

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

| Challenge number | Detail of challenge |
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| 1 | Oracy - Assessments, observations, and discussions with children indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged children. These are evident from Reception |

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| | through to KS2 and in general, are more prevalent among our disadvantaged children than their peers. |
| 2 | Early Reading - Assessments, observations, and discussions with children suggest disadvantaged children generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 3 | Writing - Internal data indicates that writing attainment for all children is low, however among disadvantaged children it is significantly below that of non-disadvantaged children in cohorts from 2024 and lower. On entry to Nursery in the last 2 years, between 90 - 100% of our disadvantaged children arrive below age-related expectations compared to 50 - 60% of other children. This gap remains to the end of KS2. |
| 4 | Knowledge Gaps - Our assessments and observations indicate that the self-confidence, resilience and bounce back of children has been impacted by long term school closures – particularly for the younger children whose education has been the most disrupted. This has resulted in significant knowledge gaps leading to children falling further behind age-related expectations, especially in maths. |
| 5 | 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. (Barnardo's 2020 and own school's findings). |
| 6 | Attendance – Within our attendance data over the last few years the attendance among disadvantaged children has been between below that of non-disadvantaged 1.13% lower than for non-disadvantaged children in 2021 - 2022. 19.6% of disadvantaged children have been 'persistently absent' compared to 11.3% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged children' progress. |
| 7 | Physical development – a significant number of children join the school with poor muscle development. Children eligible for pupil premium are more likely to be unable to manage their own basic hygiene needs including dressing and going to the toilet independently. The lack of these skills impacts on children's ability to be independent. It also impacts on children being able to sit to listen to a story due to poor core strength as well as having the gross motor skills required to write. |

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 |
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| Improved oral language skills and vocabulary among disadvantaged children. | Assessments and observations indicate significantly improved oral language among disadvantaged children. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved reading attainment among disadvantaged children. | KS2 reading outcomes in 2025/26 show that more than 90% (78% 2021/22) of disadvantaged children met the expected standard. |
| Improved maths attainment for disadvantaged children at the end of KS2. | KS2 maths outcomes in 2025/26 show that more than 90% (78% 2021/22) of disadvantaged children met the expected standard. |
| To achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged children. | Sustained high levels of wellbeing from 2025/26 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged children • an increase in the percentage of pupils engaging in opportunities outside of school. |
| To achieve and sustain improved attendance for all children, particularly our disadvantaged children. | Sustained high attendance from 2025/26 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all children being no more than 4%, and the attendance gap between disadvantaged children and their non-disadvantaged peers being reduced by 1.13%. • the percentage of all children who are persistently absent being below 9% and the figure among disadvantaged children being no more than 3% lower than their peers. |
| To achieve and sustain improved physical development for all children, particularly our disadvantaged children. | Sustained high standard of physical development from 2025/26 demonstrated by: <ul style="list-style-type: none"> • the overall sustained improvement in the presentation of pupils' work. • a significant improvement in the % of disadvantaged pupils engaging in physical activity in after school clubs – from 33%. |

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: £

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> | 1, 2, 3, 4 |
| <p>Embedding dialogic activities across the school curriculum. These can support children to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>Development of the curriculum subjects to clearly identify the progression of development of vocabulary for all children.</p> | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> | 1, 2 |
| <p>Embedding a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all children.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged children:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | 2 |

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| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> | 4 |
| <p>Enhancement of our English teaching and curriculum planning in line with EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access English Hub resources and CPD.</p> | <p>The EEF guidance is based on a range of the best available evidence: Guidance reports EEF (educationendowmentfoundation.org.uk)</p> | 1, 2, 3, 4 |
| <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> | 5 |
| <p>Improve the quality of teaching through active learning.</p> <p>Active learning approaches will be embedded in routine education and supported</p> | <p>There is extensive evidence demonstrating the link between writing and physical development. The Physical Skill of Writing – Morris & Simmons Education (morrissimmons.com)</p> | 7 |

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

Budgeted cost: £

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged children who have relatively low spoken language skills. | Oral language interventions can have a positive impact on children' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) | 1, 4 |
| Additional phonics sessions targeted at disadvantaged children who require further phonics support. This will be delivered in collaboration with our local English hub. | Phonics approaches have a strong evidence base indicating a positive impact on children, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF | 2 |
| Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for children whose education has been most impacted by the pandemic. A significant proportion of the children who receive tutoring will be disadvantaged, including those who are high attainers. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining children or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF | 4 |

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

Budgeted cost: £

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Whole staff training on behaviour management and restorative approaches with the aim of developing our school ethos and improving behaviour across school.</p> | <p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> | <p>5</p> |
| <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance office and attendance lead team to improve attendance.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> | <p>6</p> |
| <p>Contingency fund for acute issues.</p> | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> | <p>All</p> |

Total budgeted cost: £

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

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| 1. Oracy | <ul style="list-style-type: none">• 100% of reception children in receipt of Pupil Premium Funding attained the speaking and listening Early Learning Goal. 90% of non-disadvantaged attained this ELG.• English lead's observations have demonstrated improved oracy and vocabulary usage in lessons and around school. Children have improved their vocabulary and eloquence through the direct teaching of speaking and listening alongside presentation and debate skills.• Children have implemented their weekly vocabulary directly taught through English class texts in their conversations around school with adults and peers.• Children have improved their confidence and speaking ability in assemblies.• Children have developed their ability to speak with fluency and confidence through end of year class performances.• 100% of class teachers have reported improved oracy and vocabulary skills amongst their pupil premium students. |
| 2. Early reading | <ul style="list-style-type: none">• 77% of all pupils passed the PSC. 100% of children in receipt of Pupil Premium Funding passed the PSC this academic year - all with a score of 37 or above (with 32/40 being the pass mark). |

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| | <ul style="list-style-type: none"> • 100% of disadvantaged pupils reached the ELG in word reading compared to 90% non-disadvantaged. • 100% of disadvantaged pupils reached the ELG in reading comprehension compared to 80% non-disadvantaged. • 44% of pupils accessing non-fluent reader interventions were entitled to Pupil Premium at the beginning of the academic year. By the end of the academic year, 75% of these pupils have passed through to reading fluency and no longer need to participate in these interventions. • 61% of all pupils reached the expected standard in reading at the end of KS1. The number of pupil premium students in KS1 achieving the expected standard in reading was 2% lower than those achieving the expected standard and was not a statistically significant difference (60%/62%). |
| 3. Writing | <ul style="list-style-type: none"> • 50% of disadvantaged reception pupils achieved the ELG for writing compared to 70% of advantaged pupils. • 61% of all pupils reached the expected standard in writing at the end of KS1. The number of pupil premium students in KS1 achieving the expected standard in writing was 2% lower than those achieving the expected standard and was not a statistically significant difference (60%/62%). • 77% of pupils achieved the expected standard at the end of key stage two in writing. This was moderated by the local authority. |

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| | <p>The number of pupil premium students who achieved the expected standard at the end of Key Stage Two was 6% lower than those who were not disadvantaged (80% disadvantaged, 74% advantaged). However, there was a gap of 25% in favour of advantaged pupils in achieving Above the Expected Standard. Therefore, GDS writing for pupil premium children will be a focus moving forwards.</p> |
| 4 - Knowledge gaps | <ul style="list-style-type: none"> • Children survey identifying knowledge development across the year. • 100% of teachers surveyed said that Pupil Premium Children's social and emotional well-being developed well over this academic year. |
| 5 - Social and emotional difficulties | <ul style="list-style-type: none"> • Disadvantaged pupils achieving self-regulation ELG at 50% compared to 80% advantaged. • Disadvantaged pupils achieving managing self ELG at 50% compared to 90% advantaged. • Disadvantaged pupils achieving building relationships ELG at 50% compared to 90% advantaged. • 100% of teachers surveyed said that Pupil Premium Children's social and emotional well-being developed well over this academic year. |
| 6 - Attendance | <ul style="list-style-type: none"> • 92.82% Pupil Premium attendance this academic year • 95.01% Non-Pupil Premium attendance this academic year. |

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| 7 - Physical development | <ul style="list-style-type: none"> • 100% of disadvantaged pupils achieved the ELG for gross motor skills compared to the 90% of advantaged pupils. • 50% of disadvantaged pupils achieved the ELG for fine motor skills compared to the 90% of advantaged pupils. |

Externally provided programmes

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

| Programme | Provider |
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Service pupil premium funding (optional)

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| <i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i> |
| Access to Little Troopers session and additional support for each child in the form of reading sessions. |
| The impact of that spending on service pupil premium eligible pupils |
| |