

Colham Manor Primary School 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 and how we intend to spend the funding in this academic year.

School overview

Detail	Data
School name	Colham Manor
Number of pupils in school	642
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers	2021/22 to 2024/25
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Carly Rissen
Pupil premium leads	Carly Rissen & Chloe Richards
Governor / Trustee lead	Nisha Sankrecha-Mistry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£267,620
Recovery premium funding allocation this academic year	£28,710
Pupil premium funding carried forward from previous years	£105,178
Total budget for this academic year	£401,508

Aspire, Achieve, Thrive

Colham Manor's intent is to inspire children to achieve more than they ever believed possible. We want every member of our school community to be both supported and challenged to be the very best they can be. Through high-quality teaching and learning experiences and a purpose built curriculum, we look to educate the whole child so that they are able to thrive in a rapidly changing world. Colham Manor is a unique school where we truly believe that there are no barriers to success; just hurdles that can be navigated with the right support, drive and determination. We believe that team work, collaboration and community spirit are vital ingredients to any success. We believe strongly in the team around each individual child; with parents, the school and other organisations all working together.

Our school values call for everyone in our community to be: Respectful, Enthusiastic, Ambitious, Courageous and Healthy. We REACH for the stars!

Our intention is that **all** pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ✓ ensure disadvantaged pupils 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 pupils' outcomes and raise expectations of what they can achieve

Challenges

Challenge number	Detail of challenge
1	Our assessments, observations and pupil voice show that there are underdeveloped oral language skills and vocabulary gaps within our disadvantaged cohort.
2	Data analysis shows that our disadvantaged pupils have more issues with phonics than their peers and that this in turn has a negative impact on their reading and therefore ability to access the rest of the curriculum.
3	Assessments show us that disadvantaged children are significantly behind with their reading throughout the school.
4	Assessments show us that disadvantaged children are significantly behind with their maths throughout the school.
5	Our records show that there are a large number of disadvantaged pupils and parents who are suffering with social and emotional mental health issues; having a negative impact on their progress and attainment.
6	Our attendance data shows that attendance of disadvantaged pupils is significantly below the national average. Persistent absence is extremely high amongst this cohort. The children are missing out on vital learning and this is having a negative impact on their progress.
7	Pupil voice and observations have shown that our disadvantaged pupils in particular have missed out on the opportunities of cultural capital and enrichment opportunities due to school 'closures' and lockdowns. This has meant that they have not had the same opportunities as their peers and this will impact negatively on their attainment.

Intended outcomes

Intended outcome	Success criteria
Improved oral language skills and vocabulary	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics attainment	Phonics Screening Check outcomes in 2024/25 show that a higher % than the national average of disadvantaged pupils met the expected standard.
Improved reading attainment	KS1 and KS2 outcomes in 2024/25 show that a higher % than the national average of disadvantaged pupils met the expected standard.
Improved maths attainment	KS1 and KS2 outcomes in 2024/25 show that a higher % than the national average of disadvantaged pupils met the expected standard.
Improved mental health and wellbeing	Qualitative data by 2024/5 shows improved wellbeing and a readiness to learn.
Improved attendance	High attendance % which is sustained beyond 2024/25. In-line with the national average for non-disadvantaged
Improved attainment in the wider curriculum	A significant increase in participation in enrichment opportunities, particularly among disadvantaged pupils

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: £125,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase Read Write Inc (RWI), a systematic synthetic phonics scheme (DfE validated) that explicitly teaches pupils a comprehensive set of letter-sound relationships through an organised sequence.</p> <p>Train staff to ensure they have the necessary linguistic knowledge and understanding.</p> <p>Purchase corresponding book-banded phonics books for children to read at home and in school.</p> <p>Carefully monitor progress to ensure that the programme is responsive and provide extra support where necessary.</p> <p>C.O. & Z.K. £20,000</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2, 3</p>
<p>Train staff and plan for: targeted reading aloud and book discussion with children, explicitly extending pupils' spoken vocabulary, the use of structured questioning to develop reading comprehension and the use of purposeful, curriculum-focused, dialogue and interaction.</p> <p>L.W. & C.B. £2,000</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1, 2, 3</p>
<p>Develop staff's understanding of how children learn mathematics.</p> <p>Dedicate time for children to learn mathematics and integrate mathematics throughout the day.</p> <p>Use manipulatives and representations to develop understanding.</p> <p>Ensure that teaching builds on what children already know.</p> <p>P.V. & E.G. £2,000</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics</p>	<p>4</p>
<p>Improve the quality of social and emotional (SEL) learning through school-wide use of the Thrive Approach.</p> <p>Ensure staff are well trained in the approach and have the resources to deliver it in class effectively.</p> <p>H.A. & M.A. £55,000</p>	<p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>5</p>

<p>High-quality early years provision is available for 2 year olds, supporting their outcomes during their primary years.</p> <p>Staff are given appropriate professional development for the age range.</p> <p>C.O. & L.W. £35,000</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/earlier-starting-age</p>	1, 2, 3, 4, 5, 7
<p>School Improvement Support from an ex-Ofsted Inspector and curriculum expert. SLT and SIT to benefit from support and challenge to improve the education outcomes for all pupils.</p> <p>SLT using evidence to plan improvement and implement effectively.</p> <p>C.R. £5,000</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p>	1,2,3,4,5,6
<p>Weekly coaching sessions (x10) for DHT, AHTs and SBL as a time and cost effective way of providing tailored professional development, supporting colleagues to grow their confidence and leadership whilst ensuring that wellbeing is a high priority too.</p> <p>C.R. £11,500</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/327944/coaching-for-teaching-and-learning.pdf</p>	1,2,3,4,5,6,7

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

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of PiXL Primary subscription to ensure standardised testing, data analysis, gap filling intervention and staff CPD.</p> <p>Training for staff to implement interventions.</p> <p>Time for staff to implement interventions.</p> <p>RSLs to monitor interventions and forensically analyse data.</p> <p>Y.S. & RSLs £10,000</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	3, 4
<p>Use high quality targeted 1:1 tutoring to help children to catch up and progress with their mathematical learning.</p> <p>F.B. & C.O. £25,000</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	4
<p>Purchase a long term 5-year subscription to Accelerated Reader, allowing for reading assessment, reading for pleasure and comprehension practise.</p> <p>Ensure that staff are well trained on the effective use of the package.</p> <p>Stock the library with quality books to match ZPDs.</p> <p>Y.S. & S.P. £40,000</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader?utm_source=/projects-and-evaluation/projects/accelerated-reader&utm_medium=search&utm_campaign=site_search&search_term=accelerat</p>	1, 3

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

Budgeted cost: £186,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Officers to work with the Participation Team and ensure that the attendance of disadvantaged children is high and that persistent absence is reduced</p> <p>Y.S., C.S. & S.C. £30,000</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf</p>	6
<p>All children to receive breakfast every morning in school.</p> <p>Breakfast cereals and milk available in every class.</p> <p>J.H-D. £1,000</p>	<p>https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&utm_medium=search&utm_campaign=site_search&search_term=breakfast</p>	5
<p>Long term lease of a school minibus in order to allow disadvantaged children to attend visits and sporting events, life skill learning opportunities and inspirational visits to partner schools.</p> <p>C.R. £30,000</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Non-cognitive_skills_literature_review_1.pdf</p>	7
<p>A school Counsellor to offer play therapy and counselling sessions within school two days per week.</p> <p>Support for children suffering with SEMH/bereavement etc.</p> <p>J.H-D. £30,000</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/metacognition-and-self-regulated-learning/Metacognition_and_self-regulation_review.pdf</p>	5
<p>Enhance the cultural capital of pupils by providing opportunities for them to visit places/participate in workshops that enhance their learning.</p> <p>C.M. £5,000</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</p>	7
<p>Increase and enhance parental engagement in school to build relationships and support the attendance and education of pupils.</p> <p>Introduction of Parent Champions and a Parent Forum to allow good working relationships with families.</p> <p>Introduce a robust Communication Strategy to ensure that families are knowledgeable about the school and their individual child's progress.</p> <p>C.R. & Y.S. £10,000</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf</p>	7
<p>Employ a Family Support Worker who will support our families with attendance, punctuality, housing issues, food parcels etc which will allow children to engage better with</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	5

<p>learning. Run parenting courses, EAL classes, CV workshops and adult learning to provide opportunities for our families to gain employment. Y.S. & J.T. £40,000</p>		
<p>Purchase of appropriate books, comics, magazines, story sacks and other literature to enhance the library provision and promote reading for pleasure. Employ a Reading for Pleasure Lead to run the library and involve the children, staff and families in its use. Training for staff and families on the importance of reading for pleasure. Y.S., B.R., A.A. £40,000</p>	<p>https://cdn.literacytrust.org.uk/media/documents/Libraries_project_review_2019_-_final.pdf</p>	<p>1,2,3</p>

Total budgeted cost: £386,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that:

PPG attainment in the Y1 Phonics Screening Check (PSC) improved by 18.3% from 2022/2023 to 2023/2024.

- 2022/2023: 60.6% of PPG pupils passed the Y1 PSC vs. 67% national average
- 2023/2024: 78.9% of PPG pupils passed the Y1 PSC vs. (national average not yet available).

PPG reading attainment in KS1 improved by 41.3% from 2022/2023 to 2023/2024, exceeding the previous year's national average.

- KS1 2022/2023: 20% of PPG pupils met the expected standard (EXS) vs. 54% national average
- KS1 2023/2024: 61.3% of PPG pupils met EXS vs. (national average not yet available).

PPG reading attainment in KS2 improved by 10%, exceeding the previous year's national average.

- KS2 2022/2023: 57% of PPG pupils met EXS vs. 44% national average
- KS2 2023/2024: 67% of PPG pupils met EXS vs. (national average not yet available).

PPG maths attainment in KS1 improved by 1% from 2022/2023 to 2023/2024.

- KS1 2022/2023: 50% of PPG pupils met EXS vs. 56% national average
- KS1 2023/2024: 51% of PPG pupils met EXS vs. (national average not yet available).

PPG maths attainment in KS2 improved by 10% from 2022-2023 to 2023/2024, including a 7% improvement of KS2 pupils achievement the greater depth standard (GDS).

- KS2 2022/2023: 50% of PPG pupils were EXS+ (3% GDS) vs. 59% national average
- KS2 2023/2024: 60% of PPG pupils were EXS+ (10% GDS) vs. 59% national average

PPG writing attainment in KS1 improved by 38% from 2022/2023 to 2023/2024, with an

increase of 8% of PPG pupils achieving GDS.

- KS1 2022/2023: 16% of PPG pupils met EXS vs. (no national average available)
- KS1 2023/2024: 54% of PPG pupils were EXS+, including 8% GDS vs. 44% national average.

PPG writing attainment in KS2 decreased by 17% from 2022/2023 to 2023/2024.

- KS2 2022/2023: 50% of PPG pupils were EXS+ (including 3% GDS) vs. 58% national average
- KS2 2023/2024: 33% of PPG pupils met EXS vs. 58% national average

The data demonstrates that disadvantaged pupils made significant progress in reading across the school, with KS1 an area of particular strength. Disadvantaged pupils are working more closely aligned with national averages in reading than in previous years.

The data demonstrates that the following areas of provision need developing to improve outcomes for disadvantaged pupils:

- KS1 maths
- KS2 writing

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

When surveyed, 89% of PPG pupils shared they enjoy the range of clubs available at Colham Manor and many felt like they receive the support they require and the majority feel ready for their next stage of learning.

The data demonstrated that attendance figures for PPG pupils continues to remain below national average (83% vs. 92.6%). Almost one third of last year's Pupil Parliament was comprised of disadvantaged pupils. When surveyed, disadvantaged pupils were mostly happy coming to school but this is an area to continue focusing on.

Based on all the information above, the performance of our disadvantaged pupils predominantly met expectations and we are, at present, on course to achieve most of the outcomes we set out to achieve by 2024/2025, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicated that the strategies implemented to improve outcomes for disadvantaged pupils in reading and maths have been found to be particularly effective during the previous academic year, although KS2 maths continues to be an area for development. Extra-curricular enrichment has proven to be an area of strength. Further consideration needs to be given to improving PPG attendance and developing confident oral communicators.

We have reviewed our strategy plan and made changes to how we intent to use some of our budget this academic year. The further information section below provides more details about our planning, implementation and evaluation processes.