

Colney Heath JMI Pupil Premium Strategy Statement 2024-2027

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 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	Colney Heath JMI
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	21 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 This strategy covers this academic year. 2025-26 2026-27
Date this statement was published	July 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Anne Clark Headteacher
Pupil Premium lead	Cathy Otway
Governor / Trustee lead	Corinne Doust

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 55, 802
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	£ 55, 802

Part A: Pupil premium strategy plan

Statement of intent

On our school website it states that **‘We are proud to be a village school. We believe a successful school is a partnership involving children, parents and carers, staff, governors and the wider community.’** Being a relatively small school means that we know every child, their backgrounds and their challenges. Regular staff and parent discussions enable us to provide for all children. 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, even if they are not in receipt of pupil premium. We believe that they can develop the necessary skills to succeed, not just at Colney Heath, but when they continue with their school life beyond us.

This strategy is evidenced based using the Education Endowment Foundation to provide a robust evidence base for the strategies and interventions across the school. We recognise the impact of quality first teaching and that it is the key to all learners progressing and achieving. We recognise that staff training is essential to this adopting Rosenshine’s Principles in Action which has helped to improve quality first teaching as well as children’s ability to retain information. Targeted support and well-planned interventions are used once data is analysed.

Data is collected termly and monitored so that there is early identification of needs. Formative and summative assessments are used to track progress with follow up meetings with SLT in the form of Pupil progress meetings. These are sometimes shared in year groups which can allow the sharing of ideas and best practice to ‘move children on’

Another key target is the nurture and emotional support our staff offer our children. Developing and maintaining great relationships with our children has numerous positive and, in many cases, profound outcomes which we believe genuinely change lives. We can’t easily measure this kind of impact but we see it in our children in and around school, in how they engage with school life and their academic work.

The use of pupil premium is discussed with the governors through formal governor meetings as well as regular liaison with the link PPG governor. Governors have begun to see the school in action through Governor days and learning walks.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils sometimes require more support to embed their phonics than their peers. This potentially could impact negatively on their development as readers. Internal assessments indicate that reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils. A good solid base in the teaching of phonics is essential.
2	Research shows that high quality teaching is essential for all children to make good, sustained progress. Observations in lessons had shown that retrieval skills of previous learning needed to improve and be retained.
3.	<p>Assessments through diagnostic tests as well as formative and summative assessment show the need for high quality interventions for many children. Investment in the training of teaching assistants will help all children but especially the disadvantaged children to get additional support for their learning. Teacher referrals to the SENDCo have increased and there is often a cross over of disadvantaged children and children with SEND needs.</p> <p>53% of children on the pupil premium register also have a SEND need, be it academic or emotional.</p>
4	Our observations, discussions with parents and assessments show that some of our disadvantaged pupils need support with their social and emotional needs which can impact their learning.
5	<p>Our in school analysis of challenges to learning shows that attendance is one of the biggest challenges. Data shows that some disadvantaged children need support to attend school on a daily and consistent basis. Whilst the school uses an 'instant response' through liaison between of-fice/head teacher the gap needs to narrow.</p> <p>Attendance (June 2024) PPG children 88.5% Non ppg 94.6%</p>
6	Our observations and discussion with families in receipt of PPG show that some disadvantaged children lack life experiences which can often be costly. At Colney Heath, disadvantaged children will be given the financial support necessary to engage in trips and other activities.

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
Improved reading and phonics attainment among disadvantaged pupils	<ul style="list-style-type: none"> • Year 1 phonic screening in June will show the impact of Little Wandle comparing it with previous year. • End of KS1/2 reading outcomes in 2024/25 will show that our interventions ensure that we continue to maintain at least a good rate of progress with disadvantaged children when compared to their non-disadvantaged peers • Analysis of end of year reading records from Reception and year 1 will be compared with records from previous year should show a higher number of PPG children will be moving through the book stages quicker.
High quality teaching building on previous knowledge through the use of retrieval starters at the beginning of lessons.	<ul style="list-style-type: none"> • To ensure high quality first teaching for disadvantaged children in daily practice identified through observations, pupil book studies and pupil voice. • Retrieval sessions will be seen in observations of lessons.
High quality interventions delivered by teaching assistants.	<ul style="list-style-type: none"> • Training for support staff to deliver high quality/impact groups especially in Maths through White Rose targeted interventions as well as spelling programmes such as Skatepark, Whizzy Words, Wellcome and Beyond Phonics.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	<ul style="list-style-type: none"> • Children will be able to self-regulate and manage their emotions. • Sustained high levels of wellbeing evidenced through day to day interaction.
To achieve and sustain improved attendance for all pupils in particular a group of persistent absentees.	<ul style="list-style-type: none"> • Sustained higher attendance in 2024/25 when compared to 2023/24 • Narrow the gap between disadvantaged and non disadvantaged attendance data. • Narrow the attendance gap between advantaged and disadvantaged children through instant response by office staff-call/text and regular phonecalls by head teacher.

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: **£27, 901**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for support staff to deliver high quality phonics.</p> <p>TAs will be used to help deliver Little Wandle reading sessions 3x a week.</p>	<ul style="list-style-type: none"> Phonics has a positive impact overall (EEF toolkit+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. 	1
<p>High quality teaching will be delivered with Rosenshine's use of retrieval sessions at the start of the lesson.</p> <p>Maths fluency sessions will be used daily.</p> <p>Teacher interventions during assembly times.</p>	<ul style="list-style-type: none"> Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high quality interactions they have with their class teacher. (EEF toolkit impact score +4 months) 	2
<p>Purchase and training, of White Rose Maths Intervention, consultant advice and use of diagnostic assessments.</p> <p>Following use of diagnostic tests small groups of targeted children will be identified to work with teaching assistant in White Rose in small groups.</p> <p>Training in spelling programmes such as Skatepark, Whizzy words and Beyond Phonics.</p> <p>Dyslexia Gold used to impact reading for dyslexic children.</p>	<ul style="list-style-type: none"> Diagnostic maths tests provide key information regarding gaps and strengths of pupils. This is used to target support through teacher and teaching assistant interventions.. <p>(EEF toolkit impact score + 4months)</p>	2/3

<p>Cost: ??</p> <p>Wellcome used to assess children's use of vocabulary and address gaps.</p> <p>Training to be extended to Nursery staff to assess children to allow for early interventions plus 'extension' activities.</p>	<ul style="list-style-type: none"> There is a strong evidence base that suggests oral language interventions promote language skills as well as adult interactions. Teaching assistant in Reception is trained to deliver this programme and feedback to class teacher. <p>(EEF toolkit impact score +6 months)</p>	
<p>Targeted individual intervention to support children with emotional needs, short and medium term with barriers to happiness and therefore learning.</p> <p>Vista 1:1 counselling, Weekly PSHE lessons, Lunchtime Vista Club</p>	<ul style="list-style-type: none"> Social and emotional learning approaches have a positive impact of 4 months additional progress in academic outcomes over the course of an academic year. <p>"Being able to manage emotions will be beneficial to all children, even if it does not translate into reading and maths scores" EEF</p>	4
<p>All disadvantaged children will have good attendance, this also includes arriving to school on time.</p> <p>Use of parent support worker and individual support.</p> <p>The offer of breakfast club may be used to assist with persistent lateness, lack of attendance or anxiety issues with coming to school.</p>	<ul style="list-style-type: none"> EEF toolkit impact score + 4months 	3
<p>Wider life opportunities including trips/after school Clubs</p> <p>Cost: Extra curricular clubs £1364</p> <p>Residential trip £800</p>	<p>'There should be memorable learning experiences which all pupils, particularly the disadvantaged, are expected and encouraged to participate'</p> <p>Addressing Educational Disadvantage Marc Rowland</p>	6

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

Budgeted cost: **£13, 950**

Activity	Evidence that supports this approach	Challenge number(s) addressed
White Rose Maths Intervention Programme for highlighted individuals following data analysis. Cost: White Rose £2352 Staffing to implement £ £7351	Small group work is effective provided it is targeted at pupils' specific needs. (EEF toolkit impact score +4 months)	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered outside the usual daily phonic sessions. Cost: Little Wandle £750	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions Use of TAs to deliver phonic/ reading sessions 3x a week. (EEF toolkit impact score +5 months)	2
One to one counselling/lunchtime club Cost: Vista £7731	(EEF toolkit impact score +4 months) Social and emotional learning have a positive impact, on average, 4 months over the course of the academic year. The use of Jigsaw, our PSHE scheme, is used within the classroom but some children need another level of 1:1 support.	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Narrow Attendance gap between disadvantaged and non disadvantaged</p> <p>Head to ensure parents are made aware of expected attendance levels when they fall below 90%</p> <p>Daily response by office/head teacher on day 1 of absence</p> <p>Cost: Breakfast club to support attendance £2090</p> <p>Support from AIO</p>	<p>(EEF toolkit impact score + 4months)</p>	<p>5</p>
<p>Support children that need emotional support so they are ready to learn.</p> <p>Cost: Parent support worker £5986</p> <p>Parent support worker Vista Counsellor,</p> <p>Toybox therapy trained teaching assistants</p> <p>Weekly art therapy by TA</p>	<p>(EEF toolkit impact score +4)</p> <p>Mindup (Goldie Hawn Foundation) The Happy Brain</p> <p>‘Strong pastoral care is the foundation stone of a successful strategy...it should be seen as the bedrock of any efforts to tackle educational disadvantage’</p> <p>Addressing Educational Disadvantage Marc Rowland</p>	<p>4</p>

Total budgeted cost: £13, 950

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 2022-2023 academic year.

In this academic year we had 45 children on our list, the highest number recorded.

Phonics

Phonic screening results 81% overall PPG children 67% Non PPG 85%

End of year 2 79% pass

A comparison of reading records (from 2022-23) kept by reception and year 1 (from 2023-24) show that many children are on higher book levels.

Reception children overall are reading more

Year 1 children overall are reading more Purple level books, above age related (+7 more than previous year) and more age related green+ books.

High quality teaching

Retrieval of information is more evident in lessons. A range of retrieval activities are used to embed knowledge. Modelling of writing is used to help children structure their ideas. We follow an 'I do...we do...you do' approach in both writing and maths.

Feedback marking in English is being used to correct mistakes, self edit and improve work.

Year 6 Results

	Reading	Writing	Maths
Overall	75% AR+ 28% GD	89% AR+	75% AR+ 30% GD
PPG children	75% AR+ 40% GD	100% AR	100% AR 40% GD

Training for staff

Through the use of diagnostic tests and teacher assessment, targeted interventions are used to raise levels in Reading, Writing and Maths. Regular staff training ensures that the most current practices are used. White Rose interventions are used to target small groups of children that fall just below age related, regardless of whether they are PPG or not. Data is analysed and the Maths lead decides which children form the group. Trained TAs are used to deliver the sessions and feed back to class teachers.

Internal assessments indicate that overall disadvantaged children perform less well than their non disadvantaged peers despite the many targeted interventions the school offers through small group tuition. However, other areas of success from Summer data shows the following:

Reception 60% PPG achieved age related in Reading/Maths

Yr 1 17% PPG achieved above age related in Reading

Yr 2 100% PPG achieved age related in Maths

Y3 33% PPG achieved greater depth in Reading/Maths

Yr 4 75% PPG achieved age related in Reading/Maths

Yr 5 50% PPG achieved age related in Reading/Maths

Disadvantaged children that also have SEND require and get extra support. About 53% of the number of disadvantaged children also have a SEND need. Data in Maths shows that this is still a key area for the school and already forms part of the School Development Plan. Fluency sessions are a key part of the school's aim to raise standards and are done daily outside of the maths lesson. The school have adopted the evidence-based use of Rosenshein's Principles in Action. In particular the use of retrieval of information at the start of lessons is still a focus for the school. Staff have been given time to research Rosenshein's use of pedagogy to use in their own lessons.

Little Wandle is the school's phonic programme and training was given to all staff. Early reading sessions take place x3 a week using a number of staff from across the school to make this possible. Summer data shows that disadvantaged pupils make good progress although they are behind their non disadvantaged peers.

Attendance/Social and emotional needs

Attendance still remains a key barrier to learning. The school have tried to mitigate the effects of not attending school by offering breakfast club to particular families. Phonecalls are made by the office staff on the first day of not attending, the

headteacher also makes daily phonecalls and sends letters where attendance drops below 90% .

The school employs a parental support worker who works with families to help with attendance issues. Families may be signposted by the support worker to outside agencies for extra support such as the school nurse. She can also make referrals for the foodbank and offers workshops and advice to families.

A register of vulnerable children has also been compiled. Whilst these are not pupil disadvantaged children, they may be economically excluded children so we are keen that all children have the support they need. Vista counselling service (1:1) has been used effectively to help children, one child has been 'signed off' and is coping well in class with his emotions. Vista lunchtime club is used to help with social and emotional issues at lunchtime.

Wider experiences and opportunities

The school ensures that disadvantaged children have access to school trips where offered and are not penalised by cost. Families have been offered £25 towards the cost of clubs but from September this will increase to £100. To make the cost of the residential in Yr 5/5 more achievable for families the trip will be reduced to 2 nights/3 days. PTA money is also used to offset costs for all parents.

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