

# Colney Heath JMI Pupil Premium Strategy Statement 2021-24

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, 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	211
Proportion (%) of pupil premium eligible pupils	18 %
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	December 2021
Date on which it will be reviewed	December 2023
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	£ 64,348.75
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 64,348.75

# Part A: Pupil premium strategy plan

## Statement of intent

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 twofold.

- Firstly we have high expectations for our children and believe that all learners should be able to reach their full potential. 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.
- Our pupils in receipt of Pupil Premium face specific barriers to learning and we wish to address these through targeted and specific support. This includes quality first teaching and well planned interventions, where appropriate. 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. An approach such as this:

*'benefits all pupils but has a particularly positive effect on children eligible for Pupil Premium funding'* (excerpt from EEF guide to PP).

- The second 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. Covid 19 has affected many families and children. 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.

## Challenges

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

Challenge number	Detail of challenge
1	To improve speech and language skills through Wellcomm intervention in Nursery and Reception to enable children to meet the Communication and Language expectations by the end of Reception

2	To ensure high quality wave 1 teaching for PP children in daily practice and use of targeted interventions through the use of diagnostic tests, White Rose Maths Intervention Strategy and continuous assessment especially in Maths.
3	Children are supported with their wellbeing, through the use of a parent support worker, toybox therapy and class mind up sessions. Other agencies are also used to support children individually.
4	Narrow the attendance gap between advantaged and disadvantaged children through instant response by office staff-call/text. Use of parent support worker and individual support.
5	Ensure disadvantaged children have the widest experiences and opportunities possible. The cost of trips will not limit any child's engagement in the trip.
6	To encourage parental engagement.

## 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 oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> <li>To improve speech and language skills through Well-Comm intervention in Nursery and Reception to enable children to meet the Communication and Language expectations by the end of Reception.</li> <li>Children will be able to use and explain subject specific vocabulary from knowledge organisers.</li> <li>Whole school focus on the use of vocabulary in all subjects as identified in the school development plan.</li> <li>Whole class guided reading focuses on new vocabulary which will feed into written work.</li> </ul>
High quality teaching building on previous knowledge through the use of knowledge organisers.	<ul style="list-style-type: none"> <li>To ensure high quality wave 1 teaching for PP children in daily practice identified through observations, pupil book studies and pupil voice.</li> <li>Training for support staff evident in observations</li> </ul>
To close the gap in attainment in Reading, Writing and Maths between our PPG children and all children	<ul style="list-style-type: none"> <li>Phonics test shows an increasing % of PPG children passing (2022 Disadvantaged children 86% passed Non disadvantaged 85%)</li> <li>Assessments or diagnostic tests show gaps closing and children making good progress in all areas, with eligible pupils, who do not have a significant learning</li> </ul>

nationally by the end of Key Stage 1 and 2	<p>difficulty, attaining at least an age-appropriate standard in reading, writing and maths.</p> <ul style="list-style-type: none"> <li>• Use of targeted interventions through the use of diagnostic tests in Maths, and from Spring 2023, the use of White Rose Maths Interventions and continuous assessment will address gaps in learning.</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	<ul style="list-style-type: none"> <li>• Children will be able to self regulate and manage their emotions.</li> <li>• Weekly PSHE lesson through the Jigsaw programme</li> <li>• Children are supported with their well-being, through the use of a parent support worker, Toybox Therapy and class mind up sessions.</li> <li>• Other agencies are also used to support children individually. Termly conferencing by PP lead will help children to know they are valued and supported.</li> </ul>
To achieve and sustain improved attendance for all pupils.	<ul style="list-style-type: none"> <li>• Narrow the attendance gap between advantaged and disadvantaged children through instant response by office staff-call/text.</li> <li>• Use of parent support worker and individual support.</li> <li>• The offer of breakfast club may be used to assist with persistent lateness, lack of attendance or anxiety issues with coming to school.</li> </ul>
To encourage parental engagement	<ul style="list-style-type: none"> <li>• Building blocks in Reception</li> <li>• Workshops</li> <li>• Parent consultations</li> <li>• Use of books given out</li> </ul>

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: **£39,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and training, of White Rose Maths Intervention, consultant	Diagnostic maths tests provide key information regarding gaps and strengths of pupils. This is used to target support through teacher and teaching assistant interventions.	2

advice and use of diagnostic assessments.  Online/face to face training provided to staff following delivery of tests.	educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions. (EEF toolkit impact score for WR Maths + 4months) (EEF toolkit impact score +4 months)	
WellComm language programme used to assess children's use of vocabulary and address gaps.  Staff CPD to address use of vocabulary in classes	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. (EEF toolkit impact score +6 months)  Closing the Vocabulary Gap-Alex Quigley <i>'Many children make good progress by the age of 5 but from then on disadvantaged children can struggle to read more challenging texts.'</i>	1
Training for all staff to ensure a consistent approach to the teaching of phonics including phonic terminology.	Little Wandle Phonic scheme plus use of Catch Up resources: educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics (EEF toolkit impact score +5 months)	3

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

Budgeted cost: **£15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
White Rose Maths Intervention Programme for highlighted individuals following data analysis.	Small group work is effective provided it is targeted at pupils' specific needs. educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition (EEF toolkit impact score +4 months)	1, 4
Additional phonics sessions targeted at	Phonics approaches have a strong evidence base indicating a positive impact	2

disadvantaged pupils who require further phonics support. This will be delivered outside the usual daily phonic sessions. Parent workshop delivered and support packs provided for parents.	on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> (EEF toolkit impact score +5 months)	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Narrow Attendance gap between disadvantaged and non disadvantaged  Head to ensure parents are made aware of expected attendance levels when they fall below 90%		5
Support children that need emotional support so they are ready to learn. Parent support worker, Counsellor, Toybox therapy trained teaching assistants Weekly music session available Weekly art therapy by TA	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> (EEF toolkit impact score +4) Mindup (Goldie Hawn Foundation) The Happy Brain	4
Encourage parental engagement through Building blocks in Reception Workshops Parent consultations Reading books given out	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">/educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	6

**Total budgeted cost: £**

## 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 2021-2022 academic year.

#### Speech and language in Early Years

Wellcomm is used effectively in Nursery and Reception. A trained TA is used to implement Wellcomm to specific children where it is required. The disadvantaged children have reached the desired level for their age as a result of this intervention. At this stage the PPG children are slightly ahead of the non-PPG children, with a re-screening due to confirm. Although this scheme is used the staff are clear that adult interaction and modelling speech is the key to improving speech and language in early years.

#### Targeted interventions

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.

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. Disadvantaged children that also have SEND require and get extra support. Data in Maths shows that this is a key area for the school and already forms part of the School Development Plan. Fluency sessions are a key part of all Maths lessons. 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 has become a focus for the school since September. Staff have been given time to research Rosenshein's use of pedagogy to use in their own lessons. Specific TAs have been given training in White Rose Maths Intervention. (December 2022) with a view to implementing this in the Spring Term.

Little Wandle was purchased in June and training was given to all staff to raise standards in reading. Resources were purchased and used in Phonics lessons across the school. Summer data will indicate the effect of this scheme.

#### Phonics screening

Phonic screening in Year 1 showed that 5 disadvantaged children took part in the screening. One child did not pass therefore 85% (86 % non-PPG) pass.

Phonic screening in year 2 showed that 2 disadvantaged children took part in the screening, both passing therefore 100% pass, higher than non-disadvantaged (90%) children.

### Summer data

KS1 data showed 100% progress in Reading and writing. One child was below age related in Maths. Both children took part in the National Tutoring Programme to raise standards in Maths.

KS2 data showed that 75% of disadvantaged children achieved age related in reading, writing and Maths and 13% achieved greater depth in Reading and Maths. 100% made expected progress, 26% made better than expected progress.

### Attendance/Well being

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 phonecalls and sends letters where attendance drops below 90% . The weekly blogs have also set out what a child misses when they are absent and how it impacts their learning both now and in the future.

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. She can also make referrals for the foodbank and offers workshops

A register of vulnerable children has also been compiled. Whilst these are not pupil disadvantaged children, we are keen that all children have the support they need. Art therapy and Toybox are also used to help with children's well being as well as Jigsaw, our PSHE scheme.

### Wider experiences and opportunities

The school ensures that disadvantaged children have access to school trips where offered and are not penalised by cost. Conferencing showed the memories and experiences created by a trip to Perry Green to study the work of Henry Moore. Due to this trip the children were able to articulate their learning really well.

### Parental Engagement

The school sends out a weekly blog to communicate with parents, each week has a different theme, including blogs about attendance as well as the curriculum. One blog was written by our parent support worker to highlight her work. Building Blocks take



place in Reception, where parents are invited to learn alongside their children. Parents are also invited back to the classroom after the class assemblies.

Class webpages also offer information as well as ways to help with learning.

