

Colney Heath JMI Pupil Premium Strategy Statement 2025-2028

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
Number of pupils in school	Colney Heath JMI
Proportion (%) of pupil premium eligible pupils	201
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-26 This strategy covers this academic year. 2026-27 2027-28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	December 2026
Pupil premium lead	Anne Clark Headteacher
Governor / Trustee lead	Cathy Otway
	Corinne Doust

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 58,770
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 58,770

Part A: Pupil premium strategy plan

Statement of intent

Helping every child to shine

At the core of our Pupil Premium strategy is the firm conviction that every pupil possesses the **capacity to achieve excellence**. Colney Heath School is a relatively small school which means that we know every child, their backgrounds and their challenges. We are committed to ensuring that no learner's potential is constrained by disadvantage. Regular staff and parent discussions enable us to provide for all children.

It is both our responsibility and privilege to identify, nurture, and develop this potential so that all pupils are able to succeed academically and thrive personally. We believe that all our children can develop the necessary skills to succeed, not just at Colney Heath but when they continue with their school life beyond us.

Our approach represents more than the allocation of funding; it reflects a strategic investment in equity, ambition, and continuous improvement. Through the targeted and evidence-informed use of Pupil Premium resources, we aim to remove barriers to learning, enhance access to opportunity, and secure improved outcomes for all pupils—particularly those facing the greatest challenges.

Our school values of being **kind**, of getting **involved**, feeling they **belong** and developing a life long **passion for learning** weave their way through our strategy.

The barriers to learning have been clearly identified:

- Oral communication. Oracy is articulating ideas, developing understanding and engaging with others through speaking, listening and communication. Oracy skills set children up for success in school and life. We will strive to provide opportunities to improve oracy.
- SEN. Some of our disadvantaged children require extra support in the key skills of reading, writing and maths. We will seek to identify the children and provide tailored support that accelerate learning and improve automaticity.
- Adverse childhood experiences and well being Some of our children have experienced challenging and traumatic experiences. We will seek to provide emotional support so children can thrive and achieve.
- Attendance. Learning can only take place where children are present and engaged at all times. Some of our pupils are late or absent and lack motivation when they are here. We aim to improve attendance and foster a passion for learning.

Challenges

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

Challenge number	Detail of challenge
1.Improved oral language skills and vocabulary	<ul style="list-style-type: none"> Enhanced language proficiency correlates positively with school success in all areas but particularly in writing and class participation. Staff have identified that too many children do not speak in complete sentences and lack the ability to structure their thoughts. This can impact writing and discussions about texts.
2.Clear identification of barriers to learning and targeted support	<ul style="list-style-type: none"> Assessments through diagnostic tests as well as formative and summative assessment show the need for high quality interventions for some children. Teacher referrals to the SENDCo have increased and there is often a cross over of disadvantaged children and children with SEND needs. 44% of children on the pupil premium register also have a SEND need, be it academic or emotional. We are committed to identifying these needs and provide targeted interventions.
3. Increased reading attainment in EYFS/KS1	<ul style="list-style-type: none"> 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 for children to thrive and achieve across the curriculum.
4.To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged children.	<ul style="list-style-type: none"> 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. Staff analysis has shown that some of our disadvantaged children have experienced, or are experiencing difficult, sometimes life changing situations. Evidence of impact will be seen by children's ability to cope with difficult situations with more resilience.
5. Improved attendance and engagement in learning.	<ul style="list-style-type: none"> Learning can only happen when children are consistently present and engaged. Our in school analysis of challenges to learning shows that attendance and punctuality is a challenge for some children. 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 office/head teacher the gap needs to narrow.

6. Improving children's cultural capital while maintaining their own cultural heritage.	<ul style="list-style-type: none"> • Our observations and discussion with families in receipt of PPG show that some disadvantaged children may lack life experiences which can often be costly. At Colney Heath, disadvantaged children will be given some financial support to engage in trips and other activities. • Evidence of impact will mean that more disadvantaged children will be able to access trips and some clubs.
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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
1.Improved oral language skills and vocabulary	<p>Disadvantaged pupils will demonstrate significantly enhanced oral language skills, as evidenced through assessments, classroom observations, and pupil engagement.</p> <p>This improvement will be triangulated with book scrutiny and formative assessment, showing a clear link between talk, thinking and speaking.</p> <p>Assemblies will show children growing in confidence to speak audibly and clearly.</p>
2.Clear identification of barriers to learning and targeted support	Evidence of impact will be visible in pupil outcomes and work. Data collections at the end of each term will show that disadvantaged children working below age related expectations will have made consistent progress/attainment in reading, writing and maths through targeted support.
3. Increased reading attainment in EYFS/KS1	Regular monitoring throughout the term will show increased attainment in phonic 'fluency' and attainment in reading levels. Evidence of impact will show through Little Wandle assessments and Year 1 phonic screening.
4.To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged children.	Evidence of impact will be seen by children's ability to cope with difficult situations with more resilience. Disregulations within the class will




	become fewer or children will be able to regulate quicker.
5. Improved attendance and engagement in learning	The gap between disadvantaged and non disadvantaged school attendance will narrow. Pupils will be present and engaged in their learning seen through classroom observations, conferencing chats and pupil voice.
6. To increase children's access to trips and after school activities.	Evidence of impact will mean that more disadvantaged children will be able to access trips. More children will be able to participate in after school clubs with money allocated by the school.



















Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)



Budgeted cost: £ 29, 385

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing oracy across the school incorporating 'Thinking Thursday' including training for staff.	<p>Oral language interventions</p> <p>High impact for very low cost based on extensive evidence.</p> <p>    </p>	1,2,5

Improved targeted support from staff, identified and actioned.	Feedback High impact for very low cost based on extensive evidence.   	1,2,3,
	Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence.   	
	Small group tuition Moderate impact for low cost based on moderate evidence.   	
Rigorous phonic monitoring. Staff updated training from Little Wandle.	Phonics Moderate impact for very low cost based on extensive evidence.   	2,3
	Reading comprehension strategies High impact for very low cost based on moderate evidence.   	
Improving well being for targeted children.	Social and emotional learning Moderate impact for very low cost based on moderate evidence.   	3,4

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

Budgeted cost: £14,692

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Wellcomm/ staff modelling to support oral literacy in early years.	Oral language interventions High impact for very low cost based on extensive evidence.   	1,2,5

<p>Small group work with a TA or teachers during assembly time.</p>	<p>Small group tuition</p> <p>Moderate impact for low cost based on moderate evidence.</p> <p>£ £ £ £ £ 🏠 🏠 🏠 🏠 🏠 +</p> <hr/> <p>Feedback</p> <p>High impact for very low cost based on extensive evidence.</p> <p>£ £ £ £ £ 🏠 🏠 🏠 🏠 🏠 +6</p>	<p>1,2,3</p>
<p>Additional phonic sessions including lunchtime buddies to support reading</p>	<p>Phonics</p> <p>Moderate impact for very low cost based on extensive evidence.</p> <p>£ £ £ £ £ 🏠 🏠 🏠 🏠 🏠 +5</p>	<p>3</p>

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

Budgeted cost: £ 14,692

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one counselling for targeted children.</p> <p>Vista counsellor, lunchtime club for targeted PPG children</p>	<p>Social and emotional learning</p> <p>Moderate impact for very low cost based on moderate evidence.</p> <p>£ £ £ £ £ 🏠 🏠 🏠 🏠 🏠 +3</p> <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>	<p>4</p>
<p>Parent support worker used to support housing, attendance, behaviour and well being for PPG children and other vulnerable children</p>	<p>Social and emotional learning</p> <p>Moderate impact for very low cost based on moderate evidence.</p> <p>£ £ £ £ £ 🏠 🏠 🏠 🏠 🏠 +3</p>	<p>4,5</p>

Use of breakfast club to assist with persistent lateness, lack of attendance or anxiety issues with attending school.		5
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Total budgeted cost: £58,770

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In this academic year we had 46 disadvantaged pupils.

Intended outcome-Improved reading and phonics attainment among disadvantaged pupils

Phonics

Phonic screening results 52% overall PPG children 28%

End of year 2 retest 20% pass

We are aware that this is significantly lower than previous years. We have put steps in place to raise the standard of teaching phonics for the academic year 2025-6 and therefore the attainment of phonics. Staff changes have also taken place as well as extra training.

Intended outcome-Evidence of high quality teaching building on previous knowledge through the use of retrieval starters at the beginning of lessons.

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. Use of 'Think Pair Share' has been embedded into the curriculum this year. The use of Maths fluency session outside of the maths lessons are used to support the maths curriculum. The success in internal assessments shown below, indicate that these extra fluency sessions are helping to secure mathematical knowledge and the strategies required. While the attainment gap between disadvantaged and non-disadvantaged pupils is not yet closing as rapidly as we would like, there are encouraging signs of progress seen when observing children in class,talking to children and viewing data.

Internal assessments

Summer data shows that disadvantaged pupils make good progress although they are behind their non disadvantaged peers. However pockets of success show the following from internal tests:

Year 1 29% Greater depth in reading.

Year 2 51% Age related and above in reading, writing and maths.

Year 3 71% Age related and above in maths.

Year 4 50% Age related and above in maths

Year 5 80% Age related and above in writing and maths.

Year 6 Results

Non PPG pupils	PPG pupils
78% achieved ARE+ in reading	84% achieved ARE+ in reading
82% achieved ARE+ in writing	67% achieved ARE+ in writing
87% achieved ARE+ in maths	87% achieved ARE+ in maths.

SEND

Disadvantaged children that also have SEND require 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 Rosensheine'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 Rosensheine's use of pedagogy to use in their own lessons as well as the use of Teaching Walkthrus.

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. The use of Literacy Gold screens children and provides targeted support.

Intended outcome: To achieve and sustain improved attendance for all pupils in particular a group of persistent absentees.

Attendance

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 head teacher office on the first day of not attending. Visits to the home to bring children into school have also been made.

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. Grants have been used to support the purchase of particular items for the home.

Intended outcome Improved well-being through targeted support

A register of vulnerable children has also been compiled. Whilst these are not 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. Vista lunchtime club is used to help with social and emotional issues at lunchtime as well as smaller groups taken out by a counsellor with more targeted support.

Intended outcome - To have access to resources, such as clubs and school trips.

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 £100 towards the cost of afterschool clubs. Children are able to take part in a range of clubs including art, cookery, chess and cheerleading. To make the cost of the residential in Yr 5/6 more achievable for families the trip has been reduced to 2 nights/3 days. PTA money is also used to offset costs for all parents. No child, PPG or not, has been refused a trip based on monetary issues.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

*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***

Colney Heath School is not in receipt of this funding

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.