



Pupil Premium Grant Statement 2023-2024

July 2023

Colvestone Primary School

Pupil Premium Strategy Statement

This statement details our school’s use of pupil premium funding for the financial year 2023 to 2024 and the remainder of the academic year 2022 to 2023 to help improve the attainment of our pupils with pupil premium funding.

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 2022-2025

	2022-2023	2023-2024	2024-2025
Detail			
Number of pupils in school	165	134	
Proportion (%) of pupil premium eligible pupils	31.8%	32%	
Date this statement was published	April 2022	June 2023	April 2024
Date on which it will be reviewed	July 2023 (Data update)	July 2024 (Data Update)	July 2025 (Data Update)
Statement authorised by	Robin Warren Executive Head Teacher	Robin Warren Executive Head Teacher	
Pupil premium lead	Anna Lucey Head of School	Anna Lucey Head of School	
Governor / Trustee lead	Rosie Condon	Rosie Condon	

Funding overview

In the 2023-2024 financial year, pupil premium (PP) funding is increasing. Schools will receive £1,455 for each primary-aged pupil from Reception to Year 6 eligible for FSM at any point in the last 6 years and £2,530 for each 'looked-after' child.

There is additional funding for Nursery deprivation.

Detail	2022-2023	2023-2024	2024-2025
Pupil premium funding allocation this academic year	£63,787	£64,020	£ tbc
Recovery premium funding allocation this academic year	£8,801	£0	£ tbc
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	£ tbc
Total budget for this academic year	£72,588	£64,020	£ tbc

Part A: Pupil Premium Strategy Plan

Statement of Intent

To provide high quality teaching and learning to enable the school to begin paying back the societal debt for children with PP funding, supporting them to reach similar attainment when compared to their peers

To ensure that school and home work closely together to ensure that every opportunity is taken to improve outcomes for our pupils receive PP funding and are also in the lowest 30% of pupil attainment

To ensure there is high quality pastoral support and care from both school staff teams and bought in professional services

To use data (progress and attainment) to identify key groups and provide individualised learning opportunities and interventions where appropriate

To provide wide enrichment experiences and resources to support learning

To ensure our approaches are effective we will: -ensure disadvantaged pupils are challenged in the work that they are 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 pupils can achieve.

The funding at Colvestone will be used towards interventions at school, thus we are contributing to making up this debt between pupils with PP funding and their peers in terms of attainment as well as providing wider enrichment experiences and social and emotional support. We, as a school, want to work towards equity for our pupils.

Quality-first teaching is at the core of our approach and focuses provision in areas which, pupils receiving pupil premium funding, require the most support. This approach is proven to have the greatest impact on closing the attainment difference for pupils receiving Pupil Premium funding and at the same time benefiting pupils in our school who do not receive Pupil Premium funding. Implicit in the intended outcomes detailed below, is the intention that the attainment of these pupils' will be sustained and improved alongside progress for their peers receiving Pupil Premium funding.

Nature and frequency of support is determined by pupils' identified needs, following termly pupil progress meetings with class teachers and the Senior Leadership Team (SLT) through analysis of data to identify how we can best support the pupils' attainment and progress.

Spending is also prioritised for buying in professional services that focus on pastoral and mental health support for our children - this is always with a focus on the child's social, emotional and wellbeing needs. This approach is supported by the research paper, *Supporting the Attainment of Disadvantaged Pupils: articulating success and good practice* produced by the National Foundation for Educational Research (NFER) which identifies several building blocks to success in regards to PP spend.

The report states: 'More successful schools tended to have more extensive social and emotional support strategies in place, including developing close links with mental health services, providing counselling services and parent liaison staff, alongside teaching and learning interventions.' [p78](#)

Challenges

This details the key challenges to achievement that we have identified among our pupils with PP funding.

	Detail of challenge
1	To narrow the difference in progress and attainment between PP funded children and their peers.
2	To connect with and further engage with parents and carers of children with PP funding, working together to improve outcomes - including children in the lowest 30%.
3	That children with PP funding receive a wide range of enriching experiences to support academic, social and emotional progress.
4	To increase the number of pupils meeting Eloy expectations for progress and attainment in Reading in KS2.

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
All year groups meet predicted end of year outcomes and a reduced progress and attainment difference between pupils receiving Pupil Premium funding and their peers.	Assessment data and observations at the end of each statutory phase will show significantly improved outcomes for pupils receiving pupil premium funding. This is evident when triangulating with lesson engagement, book scrutiny, pupil progress meetings, learning walks and ongoing formative assessments.
Develop teaching and learning outcomes across the curriculum	There will be evidence of improved pedagogy of teaching and learning leading to an increase in outcomes in each year group - See School Development Plan.
Improved engagement with parents and carers of pupils receiving pupil premium funding - including the lowest 30%.	A significant increase of the number of parents and carers engaging with the school such as attending learning workshops, parent and teacher meetings, pupil progress meetings.
To achieve and sustain improved wellbeing for all pupils, particularly pupils receiving pupil premium funding.	Sustained improved levels of wellbeing demonstrated by qualitative data from pupil questionnaires and surveys, parent surveys, teacher observations and a significant increase in the offer of enrichment activities, particularly for pupils receiving pupil premium funding.

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: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget Breakdown
Additional Teaching (SLT/Teaching staff/HLTA)	Contribution to non-class-based teachers to enhance provision and release core leaders https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1,3,4	£9,000

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget Breakdown
Additional Tutoring (SLT/Teaching staff)	Additional identified tutoring and intervention EEF: 'Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,3,4	£15,000

Additional Learning Support Assistant interventions (LSA Support)	Contribution towards LSA support within and outside of classroom https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,3,4	£20,000
Specialist Teacher	Contribution towards Specialist Teacher for inclusion support and interventions <i>Advice can be sought from the Blossom Federation/Hackney Education SLA</i> https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/service.paged=5r6d93LMHG8	1,3	£0
Additional Bought in Services	Contribution to Speech & Language Therapy, Educational Psychologist https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2,3	£15,000

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

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Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget Breakdown
PP lead expenditure	Dedicated budget for pupil premium lead expenditure, based on identified individual needs	1,2,3,4	£5,000

Total budgeted cost: £64,020

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Impact of Pupil Premium Expenditure on Pupil Data

Early Years

	Numbers of pupils with PP funding in cohort	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding
2021-2022 **The national comparator provided for this row is the national average.	4 (20 other)	0%	70%	**66.8%
2022-2023	7 (9 other)	71%	81%	tbc

A small cohort, but none of the children in Reception eligible for PPG achieved a GLD in 2022. For 2022 onwards, there is a new EYFS Lead, a new curriculum and the implementation of a new Phonics program.

Phonics Year 1

	Numbers of pupils with PP funding in cohort	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding
2021-2022 **The national comparator provided for this row is the national average for non-disadvantaged pupils.	3 (22 other)	100%	82%	**77%
2022-23	7 (15 other)	50%	tbc	tbc

Phonics Year 2

	Numbers of pupils with PP funding in cohort	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding
2021-2022 June 2022	2 (2 other)	50%	50%	**N/A

Y2 retake pupils **The national comparator for phonics was not provided.				
2022-2023	4 (20 other)	25%	0%	N/A

Our pupils with PP funding who retook the test in June 2022 have made progress from their starting points and have continued to have targeted support throughout Year 3 through daily fluency reading groups. Targeted support at school continues to be a focus for our pupils with PP funding. Current Year 2 pupils who will retake the phonics test in June 2023 continue to receive tailored support through an additional reading and phonics group with the Head of School.

Key Stage 1

	Numbers of pupils with PP funding in cohort	Reading			Writing			Maths		
		Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding	Pupils with PP Funding	Other Pupils	Like for Like Pupils with PP Funding
2021-2022 **The national comparator provided for this row is the national average for non disadvantaged pupils.	4 (13 other)	75%	76%	**51%	50%	76%	**41%	50%	84%	**52%
2022-2023	4 (20 other)	80%	80%	tbc	100%	72%	tbc	80%	72%	tbc

Narrative Summary:

Children's learning across the last four years has experienced disruptions due to the pandemic. Our continued focus has been to identify and close gaps that the children have, so they can make above national progress and attainment.

Our focus continues to be to provide for our children with PP funding so that we, as a school, can contribute towards making outcomes more equitable for these children. Our children with PP funding are our focus in many of the interventions run across school. These interventions can take the form of academic focus or social, emotional and wellbeing focus – whatever is most needed for the individual child.