

# Colman Infant School

## Pupil premium strategy statement – 2022 to 2024

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	Colman Infant School
Number of pupils in school	165
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	31.12.21
Date on which it will be reviewed	July 2022
Statement authorised by	Julie Sandford Executive Headteacher
Pupil premium lead	Katherine Morley Deputy Headteacher
Governor / Trustee lead	Mr G Chambers, Governor lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,420.00
Recovery premium funding allocation this academic year	£8,990.00
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	£57,410.00

# Part A: Pupil premium strategy plan

## Statement of intent

At Colman Infant School we have high expectations of all learners. We actively promote an inclusive culture in school, responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. 29.9% of our pupils have English as an additional language (EAL) and 20% of our pupils attract Pupil Premium funding. Our strategy plan is based on the belief that all will achieve, and is focused on closing any identified achievement gap.

Our Pupil Premium strategy plan is a carefully staged process involving assessment, planning, implementation and review. It is aligned with our school development plan, other existing practices, and plans for education recovery, to ensure effective implementation and sustained impact. Our selection of approaches and interventions is informed by the work of the Education Endowment Foundation (EEF), as the What Works Centre for educational achievement. During the review stage we consider any activities that we should discontinue because their impact is weaker than we believe other approaches may achieve.

Our strategy focuses on what we can affect including the experiences of disadvantaged pupils in school, their sense of belonging and self-esteem. Our Federation staff team includes a specialist EAL teacher, two Pastoral and Parent Support Advisers and an Attendance Lead.

Our knowledge and language rich curriculum is the strong foundation for teaching and learning at Colman Infant School and quality first teaching underpins our Pupil Premium strategy. High quality teaching benefits all children, but the effects are especially significant for pupils from disadvantaged backgrounds (Sutton Trust 2011). Our teachers value every individual member of their class and are familiar with their strengths, interests and needs. They employ inclusive teaching approaches and strategies based on the science of learning and most recent educational research and thinking e.g. meta-cognition, cognitive load and working memory.

We are ambitious for all learners and ensure that all pupils are challenged in the work that they are set. We know that there will be a small number of children for whom the acquisition of language, reading and literacy skills will be a challenge. However, through carefully targeted, evidence informed intervention the expectation remains for good progress from assessed starting points. We have skilled staff trained in the effective development of language skills and early reading who are able to act early to intervene at the point need is identified.

At Colman Infant School we prioritise continuing professional development (CPD) for our teaching team e.g. The Outstanding TA in the classroom, National College membership, VNET, Teaching Walkthrus. Support staff have a weekly half hour CPD slot that focuses on their needs and supports best practice in the classroom.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Communication and Language</p> <p>Assessments, observations, and discussions with pupils and parents indicate underdeveloped oral language skills among many disadvantaged pupils. We receive pupils from a wide range of pre-school settings (18 in 2021). Lockdown and associated closures disrupted children's EYFS experience with periods of time when they had little or no social interaction with those outside their immediate family. Teacher assessment and observations indicate that pupil's social and communication skills have been adversely affected with some children showing difficulties in self-regulation, positive social interaction and 'readiness' for learning.</p> <p>On entry to school (September 2021), baseline language assessment indicated that the language development of 60% of pupils was just below or well below the expected standard (WellComm). For disadvantaged pupils the percentage was higher with 70% of pupils in receipt of Pupil Premium included in this group. In December 2021, further assessment of the Reception pupils' language skills showed that 10% of the Reception pupils' had language skills 'much below' the average level and 20% were 'below' the average level. Of these children 67% have English as an additional language (EAL) or are eligible for Pupil Premium (LanguageScreen, standardised online assessment).</p>
2	<p>Phonics and Reading</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>An additional effect is seen in Assessing Primary Writing (APW) assessments and comparative data that indicates children who are disadvantaged are attaining at a lower level in writing than their non-disadvantaged peers.</p> <p>Year 1 scaled score average: not PP 430; PP 363. Gap = 67 Year 2 scaled score average: not PP 489; PP 428. Gap = 61</p> <p>We monitor the development of pupils' phonic knowledge and skills carefully, and use formative and termly summative assessment to create homogenous teaching groups. We target additional support at the lowest 20% helping children to keep up with their peers. 50% of the pupils eligible for Pupil Premium funding are in this group and receive additional phonics and reading support.</p>
3	<p>Mathematics</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations (see also challenges 1 and 4, social and communication skills and emotional well-being). In the Summer Term 2021, the end of Key Stage 1, teacher assessment of attainment in Maths indicated that 60% of all Year 2 pupils achieved the expected standard or better, with 33% of pupils in receipt of Pupil Premium achieving the expected standard.</p>
4	<p>Emotional well-being</p> <p>Teacher referrals and Parent requests for support have increased during the pandemic. This is also evidenced by the number of concerns recorded on CPOMS. Currently 20% of pupils (50% of whom are disadvantaged) are in</p>

need of additional support with social and emotional needs. As well as emotional difficulties, weak social and self- regulation skills are often the focus of individual and group support.

## 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.	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 reading attainment among disadvantaged pupils at the end of KS1.	Standardised assessment data will show that disadvantaged pupils make good progress in reading, and reading attainment is in line with their non-disadvantaged peers. No More Marking (APW) data will show that the gap between disadvantaged and non-disadvantaged children's attainment in writing has closed over the duration of this plan.
Improved maths attainment for disadvantaged pupils at the end of KS1.	Standardised assessment data will show that the gap between disadvantaged and non-disadvantaged children's attainment in Maths has closed over the duration of this plan.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>improved 'readiness' and behaviours for learning in class</li> <li>qualitative data from pupil voice, parent surveys and teacher observations</li> <li>a reduction in referrals for Pastoral support, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>average pupil attendance rate moving closer to set target of 97% (2020-2021, 95.02%)</li> <li>average attendance rate for pupils in receipt of Pupil Premium to be closer to</li> </ul>

the average for all pupils (2020-2021, gap = 3.24%)

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: £6,010.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed oral language approaches across the school curriculum, acknowledging the importance of spoken language and interaction and supporting pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Oral language approaches will include:</p> <ul style="list-style-type: none"> <li>- daily planned reading aloud and book discussion</li> <li>- explicitly extending pupils' spoken vocabulary</li> <li>- the use of structured questioning to develop reading comprehension (Blank Language Scheme)</li> <li>- the use of purposeful, curriculum-focused, dialogue and interaction</li> </ul> <p>We will continue to fund a Specialist Speech and Language Teaching Assistant who works directly with children and provides advice and training to teachers and Teaching Assistants.</p> <p>Planned CPD: Blank Language Scheme – 18 &amp; 27.1.22 Vocabulary – INSET Twilight 16.3.22</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading. EEF Toolkit</p>	<p>1</p>
<p>Whole school Read Write Inc. INSET, audit and re-organisation of resources to secure stronger phonics teaching for all pupils.</p>	<p>Read Write Inc. is a Systematic Synthetic Phonics (SSP) programme validated by the DfE. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of</p>	<p>2</p>

	word reading, particularly for disadvantaged pupils. EEF Toolkit	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance through the implementation of our Maths Mastery Development Plan.</p> <p>We will fund release time for 3 key teachers across the school (Maths Subject Leader in Year 2, plus teachers in Year 1 and EYFS) to access Maths Hub resources and CPD (including Teaching for Mastery training) and to plan and implement a Maths Mastery approach.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.</p> <p>Maths Guidance KS1 and 2, DfE 2020</p>	3

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

Budgeted cost: £21,900.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>In the Reception classes we will continue to use WellComm and will implement the NELI programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p>Oral Language Interventions EEF</p> <p>The Nuffield Early Language Intervention (NELI) is an evidence informed intervention funded by the DfE in response to Covid-19. The programme, designed for Reception pupils, provides targeted small group and 1 to 1 support for the development of language and early literacy skills.</p>	1, 2, 4
<p>RWInc. Fast Track Tutoring targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>Phonics EEF Toolkit</p>	2

<p>Additional one-to-one reading support at word and text level for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged. Tuition will be delivered by a teacher and based on well established, evidence informed reading interventions, A.R.R.O.W., Catch Up, and Precision Monitoring</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one.</p> <p>Evidence shows that one-to-one literacy focused tuition shows greater impact in Primary schools. Short, regular sessions over a set period of time appear to result in optimum impact.</p> <p>Disadvantaged and low-attaining pupils typically receive additional benefits from one-to-one tuition. The tutor can focus on the needs of the learner and provide teaching closely matched to their understanding while providing positive feedback.</p> <p>EEF Toolkit</p> <p>A.R.R.O.W. and Catch Up – ‘What Works for Pupils with Literacy Difficulties’, 2020, Gary Lavan and Joel Talcott</p> <p>Precision Teaching – Applied Psychologies 2019</p>	<p>2</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £29,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning and behaviour in school.</p> <p>Our PHSE Policy will be reviewed and SEL approaches will be embedded into routine educational practices. Assemblies will be planned to cover aspects of PHSE and Social and Emotional Learning (SEL). We will continue to fund a team of adults who provide specialist targeted support for pupils and families i.e. Pastoral and Parent Support Advisers, EAL Teacher, and Attendance Lead.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).</p> <p>EEF Social and Emotional Learning</p> <p>‘When the adults change everything changes’ Paul Dix 2017</p> <p>PIVOTAL</p>	<p>4</p>

**Total budgeted cost: £57,410**



## 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 2020 to 2021 academic year.

<p><b>Targeted Academic Support:</b></p> <ul style="list-style-type: none"> <li>• Speech, language and communication</li> <li>• Phonics, reading, spelling and writing</li> <li>• Maths</li> </ul>	
Activity	Outcome
<p>Talk Boost - Provide sufficient training for members of staff who will deliver the intervention.</p> <p>Ensure the sessions are appropriately resourced and delivered with fidelity to the published programme. Use recommended assessment tools to identify pupils who will benefit from the intervention and monitor attendance, engagement, progress and outcomes.</p>	<p>Talk Boost post-intervention data showed pupils had all made 1 Green Band Section progress and were demonstrating age-appropriate language skills (WellComm Screening Assessment).</p> <p>However, interruptions caused by the pandemic limited the delivery of the Talk Boost intervention and monitoring assessment showed that access to the quality first teaching and rich language and communication environment in our Reception classes during the intervention period resulted in other pupils with a mild language delay also making 1 section progress taking them into the 'expected' band for their age.</p> <p>It should be noted that, partial school closures and staff absences caused by the pandemic affected fidelity to the Talk Boost programme in terms of frequency and continuity of group sessions. However, the similar improvement made by the intervention group and others prompted questions regarding the impact of the intervention. As a comparatively lengthy, time consuming and therefore 'costly' programme, we would expect Talk Boost to result in accelerated progress.</p>
<p>Read Write Inc. 1:1 - Focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Year 1</p>	<p>The statutory end of Year 1 Phonics Check was suspended in the Summer Term 2021. However, in school data indicates that 52% of pupils achieved the expected standard with 19% working at greater depth in Reading (Teacher assessment). This reflects the impact of loss of face to face teaching and learning time on Reading attainment.</p>
<p>Embed the A.R.R.O.W. intervention (Year 2)</p>	<p>Implementation of the A.R.R.O.W. intervention was disrupted by the pandemic. However, 50% of pupils who received A.R.R.O.W. made accelerated</p>



	progress of between 3 and 11 months with the average increase in Reading Age being 3 months (Salford Sentence Reading Test).
Work with Maths Hub and Federation colleagues at partner school and buy resources to support embedding of Maths Mastery across the school	The pandemic interrupted plans to embed a Maths Mastery approach across the school. However, at the beginning of the academic year 2021 to 2022, the Maths subject leader joined the Maths Hub Mastery Development forum and has devised and is implementing a Mastery Development Action Plan in school (School Development Plan, Priority 2021 - 2022).
<b>Wider Strategies:</b> <ul style="list-style-type: none"> <li>• Improving attendance and a range of socio-economic issues for families.</li> <li>• Improving emotional regulation and wellbeing for pupils.</li> <li>• Ensuring access to a broad and balanced curriculum and equality of opportunity.</li> </ul>	
<b>Activity</b>	<b>Outcome</b>
Sharing Parent Support Adviser with Federation partner school to support families with acute need that impacts attendance and achievement.	In the academic year 2020 to 2021 19.5% of the pupil population received some form of support from the Pastoral and Parent Support advisers. The intervention was matched to need and included 1:1 or small group intervention, the coordination of Family Support plans, courtesy calls and advice to parents, and signposting to outside agencies as appropriate. 50% of the pupils who received support were eligible for Pupil Premium funding.
Sharing Pastoral Support Worker with Federation partner school to support pupils with emotional need that impacts their access to learning. Purchase the Boxall Profile Online assessment and reporting tool to provide a baseline from which to measure the progress pupils make.	Other activities led or supported by the Parent Support Adviser and Pastoral Team, for example Family Learning sessions, 'new intake' mornings, weekly 'Drop Ins' and occasional coffee mornings/afternoons were disrupted by restrictions introduced due to the national pandemic.
Sharing Attendance Officer with Federation partner school to support families with attendance issues.	In the academic year 2020 to 2021: Whole school average attendance rate = 95.02% Average attendance rate for pupils in receipt of Pupil Premium = 91.78% Average attendance rate for pupils with English as an Additional Language (EAL) = 94.30%
Subsidising educational visits and extra-curricular activities, including after school sports clubs.	During the academic year 2020 to 2021 our provision of educational visits and extra-curricular activities was curtailed by restrictions introduced due to the national pandemic.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Read Write Inc. - Oxford Owl subscription	Ruth Miskin
No More Marking: Comparative Judgement - For assessing and standardising writing	No More Marking Ltd
Mastery Development	Angles Maths Hub
The National College Membership - Online CPD	thenationalcollege.co.uk

## Further information

### **Additional Activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around supporting retention of learning. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising DfE and Norwich Opportunity Area grant to implement the NELI programme
- subsidising educational visits and extra-curricular activities, including after school sports clubs to encourage and support the participation of disadvantaged pupils.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected (see evaluation of the Talk Boost intervention).

Our Implementation Lead is part of a funded working group of colleagues from other schools, Making the Difference for Disadvantaged Pupils. Through training sessions and coaching activities, we have scrutinised reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

The [EEF's implementation guidance](#) has helped us develop our strategy, particularly the 'explore' phase when we were identifying specific pupil needs and deciding which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.