

## Pupil premium strategy statement

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 Junior School
Number of pupils in school	236
Proportion (%) of pupil premium eligible pupils	33.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2023
Date this statement was first published Date this statement was last reviewed	December 2021 December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Catherine Wright Interim Executive Headteacher
Pupil premium lead	Catherine Wright
Governor / Trustee lead	Mr. Simon Harrowing

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,345
Recovery premium funding allocation this academic year	£18,877
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£53,847
<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	£149,192

# Part A: Pupil premium strategy plan

## Statement of intent

At Colman Junior 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. 29.2% of our pupils have English as an additional language (EAL) and 33.5% of our pupils attract Pupil Premium funding. We also have above national average of pupils with additional needs – 19.1% overall (3.8% with an EHCP). 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, a Pastoral and Parent Support Adviser and an Attendance Lead.

Our knowledge and language rich curriculum is the strong foundation for teaching and learning at Colman Junior 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 who are able to act early to intervene at the point need is identified.

At Colman Junior 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 of our disadvantaged pupils. This echoes the work started at our federation feeder infant school, from which 99% of our pupils join.</p> <p>Lockdown and associated closures disrupted children's school 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 pupils' 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>KS1 data for current Year 3 cohort shows that no pupil premium child achieved the expected standard for Reading Writing and Maths in the KS1 SATs. In school information shows that communication and language were low. Writing was a concern, so Sounds and Syllables was implemented for these year 3 pupils.</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>Our current Year 3 and 4 cohorts' phonics development has been significantly impacted by lockdown and associated school closures, leading to gaps in their knowledge, understanding and application of phonics. There was a sharp drop in the number of pupils attaining the required standard in the Phonics Screening Check by the end of Year 1; 57% with pupil premium children achieving 23% . 53% of EAL children reached the expected standard in phonics at the end of year 1.</p> <p>At the end of KS2 in 2022 73% of Year 6 pupils achieved at least the expected standard in reading with 54% of pupil premium children achieving the expected standard.</p>

3	<p><b>Mathematics</b></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 2022, the end of Key Stage 1, teacher assessment of attainment in Maths indicate that 64% of all Year 2 pupils achieved the expected standard or better, with 22% of pupils in receipt of Pupil Premium achieving the expected standard. In 2022 67% of the Year 6 cohort were teacher assessed as not reaching the expected standard by the end of KS2. Of this percentage, over half of the children were Pupil Premium (with a significant overlap with SEND).</p>
4	<p><b>Social and Emotional Wellbeing</b></p> <p>Teacher referrals and parent requests for support have increased with the changing nature of the school cohort. This is also evidenced by the number of concerns recorded on CPOMS. Currently 30% of pupils (50% of whom are disadvantaged) are in 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.</p> <p>In house nurture provision is necessary to support a number of high needs pupils to ensure Curriculum meets their differing needs. Most of the children who access this provision are in receipt of pupil premium funding.</p>
5	<p><b>Attendance</b></p> <p>Attendance at the school has always been at least in line with national averages and in most cases better than national percentages, with an average of 96.5% for all pupils. However this has been negatively impacted over the previous school year (92.76%) through illness and parental and child anxiety. However as at December 2022 attendance for the autumn term shows attendance is improving to 93.63. Our Attendance officer is working closely with families where attendance is a concern to identify barrier and find ways to improve attendance.</p>

## 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 oracy and vocabulary for 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, teacher assessment and ongoing formative assessment.

<p>Improved reading attainment for disadvantaged pupils at the end of KS2</p>	<p>Standardised assessment data will show that disadvantaged pupils make good progress in reading, and reading attainment is beginning to become in line with their non-disadvantaged peers.</p> <p>Statutory assessments at the end of KS2 will also show that the gap between attainment for advantaged and disadvantaged pupils is closing.</p> <p>In-school data will show that pupils in need of phonic intervention have made good progress in their reading.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2</p>	<p>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.</p> <p>Statutory assessments at the end of KS2 will also show that the gap between attainment for advantaged and disadvantaged pupils is closing.</p>
<p>Improved wellbeing for all pupils within the school, but particularly for the disadvantaged pupils</p>	<p>Sustained high levels of wellbeing from 2023/25 demonstrated by:</p> <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> <li>• fewer behavioural incidents registered on CPOMS and a reduction in numbers attending Time To Think</li> </ul>
<p>Improved attendance for all pupils, particularly our disadvantaged pupils</p>	<p>Sustained high attendance from 2023/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• average pupil attendance rate moving closer to school's own target of 97%</li> <li>• average attendance rate for pupils in receipt of Pupil Premium to be closer to the average for all pupils</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: £95,749

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</li> <li>- the use of purposeful, curriculum focused, dialogue and interaction</li> </ul> <p>We will continue to fund a specialist EAL teacher who works directly with children (EAL and/or PP) on language acquisition and provides advice</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.</p> <p>EEF Toolkit  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>The Bell Foundation has additional information relating to evidence based research and advice around support for EAL pupils:  <a href="https://www.bell-foundation.org.uk/eal-programme/eal-assessment-framework/">https://www.bell-foundation.org.uk/eal-programme/eal-assessment-framework/</a></p>	<p>1</p>

and training to teachers and teaching assistants.		
Provide all teaching staff with access to high quality and relevant CPD so that they are able to develop their subject knowledge and meet the needs of all learners.	The EEF section on 'effective professional development' Highlights the benefits of providing effective CPD to teachers.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	1, 2, 3
Social and emotional support for children struggling to access their class environments, supported with quality first teaching in nurture provision led by a qualified teacher. Focus support SE is maths, reading and writing in a contextual way through a range of approaches including forest schools.	EEF identifies low cost positive outcomes for social emotional learning  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>  Research funded by the Forestry commission identifies a wide range of benefits of learning through a forest schools approach <a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a>	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance through the implementation of our Maths Mastery Development Plan.  We will fund release time for 3 key teachers across the school (Maths Subject Leader in Year 6, plus teachers newer to our school) to access Maths Hub resources and CPD (including Teaching for Mastery training) and to embed a Maths Mastery approach.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics ( <a href="https://www.ncetm.org.uk">https://www.ncetm.org.uk</a> ), drawing on evidence-based approaches.  Maths Guidance KS1 and 2, DfE 2020 (updated 2021) <a href="https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools">https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools</a>	3

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

Budgeted cost: £39,796

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>RWInc. Fast Track Tutoring targeted at disadvantaged pupils who require further phonics support. Delivered via National Tutoring Programme in the Spring and Summer terms.</p>	<p>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 over a period up to 12 weeks. Phonics EEF Toolkit</p>	<p>2</p>
<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 qualified teachers and based on well established, evidence informed reading interventions, A.R.R.O.W., Catch Up, and Precision Monitoring, Beanstalk readers.</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. 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. 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. EEF Toolkit A.R.R.O.W. and Catch Up – ‘What Works for Pupils with Literacy Difficulties’, 2020, Gary Lavan and Joel Talcott Precision Teaching – Applied Psychologies 2019</p>	<p>2</p>



Provision of appropriate phonics readers for KS2 children - high interest, low challenge – Barrington Stoke and Phonics Books for specific targeted children	There is widespread evidence that children reading for pleasure is a key indicator for future academic progress and attainment. There is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011, Clark and Douglas 2011) and outlined in 'Read on Get on' 2014. There is also evidence to suggest that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).	2, 4
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £32,671

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Improve the quality of social and emotional (SEL) learning and behaviour in school.</p> <p>Our PSHE provision 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).</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). EEF Social and Emotional Learning</p>	4
<p>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</p>	<p>'When the adults change everything changes' Paul Dix 2017 PIVOTAL</p>	

<p>Improve attendance through regular monitoring and support for families via a dedicated attendance officer</p>	<p>There is a wealth of evidence highlighting the link between attendance and attainment, with a widening gap as children progress through their schooling (rising to children with no absence being over 2x more likely to achieve A-C grades 4-9 by GCSE). Evidence also points to children with persistent absence being less likely to remain in education. (The Key, August 2019).</p>	<p>5</p>
<p>Provide breakfast for all children coming into school every day in conjunction with National Breakfast Support Programme. This includes catering staff and purchase of milk. All other foods currently contributed via NBSP due to level of deprivation in local community</p>	<p>Schools running breakfast clubs report a positive impact on children eating healthily and they can also be effective in improving punctuality. There are also perceived improvements in concentration for those children regularly attending breakfast provision. It also provides a positive start to the day with a chance to develop relationships with other children and with staff. 'Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation.' (Graham, Puts and Beadle, DFE, March 2017)</p>	<p>4, 5 (punctuality)</p>
<p>Continue to subsidise trips and visits for Pupil Premium children so that there is no financial barrier to attendance and curriculum enrichment</p>	<p>Outdoor Education Advisers Panels have talked of the clear evidence that trips and visits out of the classroom have a positive impact on enjoyment, confidence and character, health and wellbeing, social and emotional awareness, emotional awareness, activity skills, personal awareness, skills for life, motivation and appetite for learning and broadened horizons. "For some children, a week's residential is experience is worth more than a term of school. We know we want it for our own children – we need to make sure other people's children experience it to.' (Tim Brighouse, former London Schools Commissioner.)</p>	<p>4</p>

<p>Continue to subsidise instrument tuition for Pupil Premium children so that there is no financial barrier to participation in enrichment activities.</p>	<p>There is a wide range of evidence of the impact of Music tuition from research in various countries around the world. From a DFE report on Music Education published August 2021: 'Almost all of those who responded said that music education improves their child's confidence (94%) and is beneficial for their mental wellbeing (92.7%)'</p>	<p>4</p>
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**Total budgeted cost: £ 168,216**

## 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 to 2022 academic year.

<b>Targeted Academic Support:</b> <ul style="list-style-type: none"> <li>• Speech, language and communication</li> <li>• Phonics, reading, spelling and writing • Maths</li> </ul>	
Activity	Outcome
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.	Teachers have continued to focus on strategies to develop children's oral language skills and this continues to benefit pupil premium pupils EAL children and their families are well supported by our specialist EAL teacher. Her support for them and their teachers enables them to make better progress and close gaps with their peers.
ARROW	ARROW and Lexia and Dyslexia Gold programmes continued to be used in school. Children with need were given home log-in. The Dyslexia Gold programme has proved successful.
Whole school Read Write Inc. INSET, audit and re-organisation of resources to secure stronger phonics teaching for all pupils.	All staff received training in RWI phonics at the January INSET day ensuring that staff are confident to support children in using their phonic knowledge when reading and in teaching phonics to those who have not secured this by the end of the infant school.
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance through the implementation of ou	Release time provided to staff to acc CPD programmes leading to increased confidence in the delivery of the maths curriculum. Will have future impact on mathematics outcomes for pupils.
RWInc. Fast Track Tutoring targeted at disadvantaged pupils who require further phonics support and additional one-to-one reading support	An additional member of staff was employed to deliver 1-1 support to children requiring significant support for their reading and phonics. In some cases these children had significant gaps due to Covid and in others they had SEMH issues leading to lack of confidence in themselves as readers. As a result of this intervention children made good progress, gained confidence and gaps closed.

<p>Provision of appropriate phonics readers for KS2 children - high interest, low challenge</p>	<p>New book purchased and incorporated into existing resources. These are being enjoyed by children and are increasing engagement with reading.</p>
<p>Improve the quality of social and emotional (SEL) learning and behaviour in school. Our PSHE provision 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).</p>	<p>The process of reviewing PSHE provision has begun and is continuing. PSHE association materials have been bought and are being used.</p>
<p>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</p>	<p>The school last year funded two pastoral workers and an attendance support worker as well as an EAL teacher to support families. Families in school can quickly access pastoral and family support when it is needed. The school also has ELSAs in each year group either trained or training.</p>
<p>Improve attendance through regular monitoring and support for families via a dedicated attendance officer</p>	<p>Attendance officer closely monitors attendance and supports families where attendance is a concern. Attendance which had dipped during Covid is beginning to improve.</p>
<p>Provide breakfast for all children coming into school every day in conjunction with National Breakfast Support Programme. This includes catering staff and purchase of milk. All other foods currently contributed via NBSF due to level of deprivation in local community</p>	<p>A significant number of children access the breakfast club provision every morning and this ensures that n child in our school begins the day hungry. All children in our school are able to begin their learning with a healthy nutritious breakfast inside them.</p>
<p>Continue to subsidise trips and visits for Pupil Premium children so that there is no financial barrier to attendance and curriculum enrichment</p>	<p>Cost of coaches and trips for Pupil Premium pupils has continued to be subsidised.</p>

Continue to subsidise instrument tuition for Pupil Premium children so that there is no financial barrier to participation in enrichment activities.	Instrumental tuition for Pupil premium children has continued to be subsidised.
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## Externally provided programmes

Programme	Provider
National College membership for online CPD for staff	thenationalcollege.co.uk
Myatt and Co. – online CPD for teaching staff	Myatt and Co.
Walkthrus – online CPD for teaching staff	Walkthrus
National Online Safety for teachers, parents and children	National Online Safety
Nelson Handwriting	Oxford
Assessing Primary Writing Comparative Judgement for assessment and standardising of writing	No More Marking
Read Write Inc and Oxford Owl subscription	Ruth Miskin, Oxford
Power Maths	Pearson
Maths Circle	Pearson
Maths Mastery development	Angles Maths Hub
Beanstalk 1:1 reading programme	Coram Beanstalk