

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	234
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was first published Date this statement was last reviewed	December 2021 December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Catherine Wright Interim Executive Headteacher
Pupil premium lead	Charlotte Whyte

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Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£ 104,715
Recovery premium funding allocation this academic year	£ 2573.75
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£107288.75

Part A: Pupil premium strategy plan

Statement of intent

At Colman Junior School our intention is for all pupils to make good progress, close the gap an attainment and be successful across all subject areas, regardless of their social circumstances and any challenges that may be a barrier to their learning.

The focus of our pupil premium strategy is to support all disadvantaged pupils, including those who already high attainers.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require most support. 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 the school.

In addition to quality first teaching at Colman Junior School we also consider the wider needs of our children, so that as well as receiving quality first teaching, children also experience enriched provision.

Our approach will be to identify shared challenges and individual needs for disadvantaged pupils. This will be done through assessment and our knowledge of pupils and their circumstances.

The approaches we have adopted complement each other to guarantee that pupils succeed. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're 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 they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessment for reading shows that only 17% of disadvantaged pupils at the end of Year 3, 50% at the end of Year 4 and 51% at the end of Year 5 were meeting the expected standard in reading. Disadvantaged pupils in year 3 and 4 were significantly below their peers, while year 5 were below..
2	Assessment of writing shows that only 25% of disadvantaged pupils at the end of Year 3, 22% at the end of year 4 and 34% of year 5 were meeting the expected standard in writing. Disadvantaged pupils in year 3 and 4 were significantly below their peers, while year 5 were below..
3	Assessment of mathematics shows that only 25% of disadvantaged pupils at the end of Year 3 and 22% at the end of year 4 are meeting the expected standard in mathematics. Disadvantaged pupils are significantly below their peers.
4	<p>Social and Emotional Wellbeing</p> <p>Teacher referrals and parent requests for support have increased with the changing nature of the school cohort. As well as emotional difficulties, weak social and self-regulation skills are often the focus of individual and group support. The in-house nurture provision to support a number of high needs pupils is coming to an end in December and new support is being put in place. 63% of the children who have benefitted from the Nurture provision are pupil premium.</p>
5	<p>Attendance</p> <p>Last academic year we had a whole school attendance of 93.39% with 2.5% being unauthorised and 20.9% as persistent absentees. Disadvantaged pupils were 90.22% with 4.43% being unauthorised and 39.4% as persistent absentees. Our Attendance officer worked closely with families where attendance is a concern to identify barrier and find ways to improve attendance and letter have been sent out.</p>

6	<p>Behaviour</p> <p>We have a significant number of children who struggle to either regularly attend school or take themselves out of class. 45 children (19%) are regularly not attending of which 49% are pupil premium. 18 children (7.7%) take themselves out of class of which 72% are pupil premium.</p> <p>We also have a large number of incidents where children hit, kick, punch and swear at each other as well as refuse to follow instructions of the adults, without any empathy or remorse. 53% of children have been involved. 14 children (5.9%) have had a fixed term exclusion. 1 child (4%) has been PEX. Fixed term exclusions have risen for serious incidents and internal exclusions are used to try and keep children in school.</p>
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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
Improved reading attainment for disadvantaged pupils at the end of KS2	<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>
Improved writing attainment for disadvantaged pupils at the end of KS2	<p>Standardised assessment data will show that disadvantaged pupils make good progress in writing, and writing 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>
Improved maths attainment for disadvantaged pupils at the end of KS2	<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>

Improved wellbeing for all pupils within the school, but particularly for the disadvantaged pupils	<p>Sustained high levels of wellbeing from 2023/25 demonstrated by:</p> <ul style="list-style-type: none"> • improved ‘readiness’ and behaviours for learning in class • qualitative data from pupil voice, parent surveys and teacher observations • a reduction in referrals for Pastoral support, particularly among disadvantaged pupils
Improved attendance for all pupils, particularly our disadvantaged pupils	<p>Sustained high attendance from 2023/25 demonstrated by:</p> <ul style="list-style-type: none"> • average pupil attendance rate moving closer to school’s own target of 97% • average attendance rate for pupils in receipt of Pupil Premium to be closer to the average for all pupils
Improved behaviour for all pupils, particularly our disadvantaged pupils	<p>Fewer behavioural incidents registered on CPOMS and a reduction in numbers having fixed term or internal exclusions</p> <p>To support the nurture group as they move back into main class as they regularly opt to walk out of class and refuse to engage with adults</p>

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: **£37732**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Oral language approaches will include:</p> <ul style="list-style-type: none"> - daily planned reading aloud and book discussion - explicitly extending pupils' spoken vocabulary - the use of structured questioning to develop reading comprehension - the use of purposeful, curriculum focused, dialogue and interaction <p>-language groups to be run to engage those with EAL</p> <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>English lead to work with the Reading project to support the</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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/orallanguage-interventions</p> <p>The Bell Foundation has additional information relating to evidence based research and advice around support for EAL pupils: https://www.bell-foundation.org.uk/eal-programme/ealassessment-framework/</p> <p>Reading comprehension strategies EEF +6 Collaborative learning EEF +5</p>	<p>1</p>
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<p>schools need to improve reading.</p> <p>Beanstalk volunteers in to support individual children.</p> <p>Nurture support staff to support the reading of our Year 5 nurture children.</p> <p>Phonics to be continued for our Year 3 children coming in who did not pass phonics at the end of Year 2.</p> <p>The investment in the new curriculum CUSP to develop reading .</p> <p>Staff training on CUSP.</p>	<p>NFER small group work. Small group work is recognized as being effective EEF Toolkit. EEF Small Group +4.</p> <p>The EEF section on ‘effective professional development’ Highlights the benefits of providing effective CPD to teacher.</p> <p>Good quality teaching with feedback EEF +8</p>	
<p>The investment in the new curriculum CUSP to develop writing.</p> <p>Staff training on CUSP.</p> <p>Nurture support staff to support the writing</p>	<p>Good quality teaching with feedback EEF +8</p> <p>The EEF section on ‘effective professional development’ Highlights the benefits of providing effective CPD to teacher.</p> <p>NFER small group work. Small group work is recognized as being</p>	2

<p>of our Year 5 nurture children.</p>	<p>effective EEF Toolkit. EEF Small Group +4.</p>	
<p>White Rose being followed.</p> <p>CLICs being used to support learning.</p> <p>TT Rock Stars</p> <p>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</p>	<p>Good quality teaching with feedback EEF +8</p> <p>Digital technology EEF +4</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics (https://www.nctm.org.uk), drawing on evidence-based approaches.</p>	<p>3</p>

<p>Social and emotional support for children struggling to be identified and supported with ELSA.</p> <p>Nurture support for Year 5 and 6 post Kangaroos to be supported by Nurture TAs.</p> <p>Forest School to be introduced to other year groups.</p> <p>PSA team to work with parents to support both children and the family.</p>	<p>EEF identifies low cost positive outcomes for social emotional learning</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning</p> <p>Social and Emotional learning EEF +4</p> <p>Research funded by the Forestry commission identifies a wide range of benefits of learning through forest schools approach</p> <p>www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales</p> <p>Parental engagement EEF +3</p> <p>Social and Emotional learning EEF +4</p>	<p>4</p>
<p>Attendance lead to support children and families on getting children into school.</p> <p>Attendance letters to inform parents and Fast track.</p> <p>100% attendance certificates</p>	<p>Parental engagement EEF +3</p>	<p>5</p>

<p>New behaviour policy in place and being used consistently.</p> <p>Staff STEPS trained.</p> <p>Training for staff via Broad Horizons on good behaviour management.</p> <p>Training for staff from Broad Horizons on CPOMS and how to track more efficiently.</p> <p>Children being supported by the PSA on specific behaviours.</p>	<p>Behaviour interventions EEF +3</p> <p>Parental engagement EEF +3</p> <p>The EEF section on ‘effective professional development’ Highlights the benefits of providing effective CPD to teacher.</p>	<p>6</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 57029

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>RWInc. Fast Track Tutoring targeted at disadvantaged pupils who require further phonics support. Training to be given Autumn and Spring term.</p> <p>Reading through CUSP with focused reading sessions.</p> <p>Literacy lead working with Wensum Hub on reading needs to the school.</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>1</p>

Focused individual reading for Year 5 and 6 children via Beanstalk Readers. Nurture group to have focus 1 to 1 or 1 to 2 sessions.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.	
Writing through CUSP in English and across other curriculum areas. Nurture group having focused 1 to 1 or 1 to 2 sessions.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.	2
White Rose to support Maths. CLICS given at appropriate level. TT Rockstars at own individual level	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.	3

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

Budgeted cost: £ 12527

Activity	Evidence that supports this approach	Challenge number(s) addressed
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).	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	4
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	'When the adults change everything changes' Paul Dix 2017 PIVOTAL	

<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 staff and purchase of milk. All foods currently contribute 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>5 (punctuality)</p>
<p>Anti-bullying teaching to be a big focus in the Autumn term.</p> <p>Friendship and kindness to be taught through PSHE.</p> <p>Nurture work on specific actions and how to control anger.</p>	<p>Tuition targeted at specific needs and knowledge gaps using recognised materials:</p> <p>The SEAL program</p> <p>Wishes and feelings</p>	<p>6</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>4,5</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>

Total budgeted cost: £107288

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 2022 to 2023 academic year.

<p>Targeted Academic Support:</p> <ul style="list-style-type: none"> • Speech, language and communication • Phonics, reading, spelling and writing • Maths 	
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.	<p>Teachers have continued to focus on strategies to develop children's oral language skills and this continues to benefit pupil premium pupils</p> <p>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.</p>
Phonics taught to support Year 3 children who had still not passed the phonics at year 2.	Phonics has had to be taken back to support where the children were. This will need to continue as the children progress through the school.
Reading, writing	This remains a focus of the school. English lead is working with the Wensum Hub to improve reading across the school. Also working with Sally Rundall on the writing.
Spelling	This remains a focus for the school.
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance through the implementation of our	Release time provided to staff to access CPD programmes leading to increased confidence in the delivery of the maths curriculum. Will have future impact on mathematics outcomes for pupils. Maths subject lead on maths Mastery training.

<p>Improved 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 continued 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>Provided 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>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>Continued 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>
<p>Continued to subsidise instrument tuition for Pupil Premium children so that there is no financial barrier to participation in enrichment activities.</p>	<p>Instrumental tuition for Pupil premium children has continued to be subsidised.</p>

Externally provided programmes

Programme	Provider
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
Maths Mastery development	Angles Maths Hub
Beanstalk 1:1 reading programme	Coram Beanstalk