

Pupil premium strategy statement –

Collingwood Primary School



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Collingwood Primary
Number of pupils in school	330 – including Nursery 306 – without Nursery
Proportion (%) of pupil premium eligible pupils	59%
Academic year/years that our current pupil premium strategy plan covers	Year 1 2021/22 Year 2 2022/23 Year 3 2023/24
Date this statement was published	October 2023
Date of reviews	December 2024
Statement authorised by	Governing Body – Resources Committee
Pupil premium lead	S Grant

Governor / Trustee lead	H Cooper
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£260,740
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total Funding for this academic year	£260,740

Part A: Pupil premium strategy plan

Statement of intent

At Collingwood our pupils from disadvantaged backgrounds (in receipt of Pupil Premium funding) make up 59 % of our total number of pupils. We also cater for a high number of pupils who are not eligible for pupil premium funding but who's families could be categorised in the 'Just about Managing' group because they are on low incomes. Many of these children have additional barriers to learning including a high prevalence of Welfare Issues and Special Educational Needs.

We have high expectations for all of our pupils and we intend for all of our pupils from disadvantaged backgrounds to leave Collingwood as confident, healthy, well-adjusted individuals with a positive attitude towards diversity and a sense of pride in their achievements, believing in themselves and our school vision:

"We're here to learn and never give up, respect and friendship bring us luck. Think big, look far and make the best of who you are!"

We intend that our disadvantaged pupils become fluent readers who enjoy reading for pleasure and are also competent in all aspects of reading for learning. Our children will write to express their views coherently, solve mathematical problems with confidence, gain wider knowledge of the world around them through a carefully constructed curriculum and a wide range of real-life experiences. They will be given many opportunities to compete in a team, to develop interests through extra-curricular clubs and to play a musical instrument.

We expect and encourage our pupils from disadvantaged backgrounds to have similar aspirations to those of their other peers. We ensure that each child will have been afforded many chances to experience success and to gain individual recognition during their time at Collingwood, standing them in good stead for making a positive contribution during their time at High school and beyond.

Challenges

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

Challenge number	Detail of challenge
1	The socio-economic gap means that many of our disadvantaged children live with poverty, have narrow life experiences and opportunities
2	Poor levels of stimulation and support for learning at home for many of our disadvantaged children means that they start school with poor language skills and progress across the curriculum is slow and aspirations are low. Entry assessments show that early Communication and Language skills are low. In Sept 2022 42% of the current Nursery cohort were referred for Speech and Language support and 74% of the cohort were not on target in the Prime areas. Tracking information indicates that additional intervention is required so that PP children make the same progress as their peers.
3	Attendance and punctuality rates are poor for a small number of our disadvantaged children which compounds difficulties with attainment. There is a gap between PP and non-PP for persistent absence rates.
4	22% of disadvantaged pupils currently have identified special educational needs and 20% of disadvantaged pupils currently have welfare support (CP/CIN/EH/School Nurse)
5	Levels of engagement in home learning during the pandemic were variable for our disadvantaged children and as a result, children need to catch up with lost learning

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	Evaluation
Through appropriate intervention/adaptions/QFT, disadvantaged pupils, who do not have a cognitive SEND need, will make progress from their starting points which matches or exceeds their non-disadvantaged peers	<p>A greater proportion of disadvantaged pupils, who do not have a cognitive SEND need, will reach age-related expectations in reading, writing, maths, phonics and times tables.</p> <p>A higher number of advantaged pupils, who have gaps in their learning due to the pandemic, will have caught up with their peers.</p>	<p><u>KS2 pupil premium results</u></p> <p>Combined: 62% (above national)</p> <p>Reading: 83% (above national)</p> <p>Writing: 66% (above national)</p> <p>Maths: 76% (above national)</p> <p>GPaS: 79% (above national)</p>

<p>For more able disadvantaged pupils to make good progress based on their higher starting points and attain Greater Depth levels in reading, writing and maths</p>	<p>Those who have a SEND need will make at least expected progress from their individual starting points All disadvantaged pupils, who are working above age-related expectations, will attain Greater Depth in reading, writing and maths by the end of key stage 2</p>	<p>Our disadvantaged pupils in KS2 outperformed their national peers in reading, writing, maths, GPS and overall for RWM.</p> <p>Our disadvantaged pupils in KS2 outperformed national non-disadvantaged in reading and GPS.</p> <p><u>KS2 SEND pupil premium results</u> Combined: 33% boys, 0% girls Reading: 100% boys, 25% girls Writing: 33% boys, 25% girls Maths: 67% boys, 0% girls GPaS: 67% boys, 25 girls</p>
<p>To provide rich educational experiences and opportunities for disadvantaged pupils through the day-to-day curriculum, extra-curricular activities and educational visits</p>	<p>All disadvantaged children will be given the opportunity to attend at least one free after school club per term All disadvantaged children will have the opportunity to attend Breakfast club every day at school (40% of these children will attend on a regular basis) All disadvantaged children will participate in all day educational visits All disadvantaged children will be offered a significant discount to encourage them to participate in school residential visits – a greater percentage of them will attend All disadvantaged children will be given the opportunity to attend free extra-curricular music tuition sessions with free transport provided All school competitive sports teams will be comprised of a greater proportion of our disadvantaged children</p>	<p>All disadvantaged pupils were given the opportunity to attend at least one after school club per term and 90% of the children took up this offer from year 1 to year 6 at least once club during the year.</p> <p>All children from Reception to 6 were given the opportunity to attend breakfast club and 65% attended on a regular basis.</p> <p>All disadvantaged children participated in all educational day visits.</p> <p>All disadvantaged children, who expressed an interest in attending a residential experience in years 5 and 6, were able to attend, paying a nominal contribution only. 70% of Year 6 disadvantaged children and 55% of Year 5 in these year-groups took up the offer.</p> <p>Keyboard lessons continue to be available for all KS2 children without cost.</p> <p>All school sports team are comprised of at least 65% of our disadvantaged pupils.</p>

For all disadvantaged pupils to have access to a broad, exciting and relevant curriculum where individual talents are nurtured and celebrated	The same number of disadvantaged as other pupils excel in: Science, IT, Drama, Music, Art, DT, History, Geography, French, RE and PE	Our detailed, ambitious curriculum is in place from the early years, ensuring all children develop their knowledge in order to take advantage of opportunities, responsibilities and experiences in later life
Disadvantaged children, including their families, will be provided with exceptional care, guidance and support throughout their time at Collingwood	The wellbeing and mental health of disadvantaged children will be stable and children will have strategies that they can use to help them to maintain their own happiness throughout life. Behaviour issues do not impact negatively on learning. Attendance advisory support, foodbank support, early help, school nurse, school family worker etc are embedded for PP families and support them to make more positive contributions to the school community.	The Pantry @ Collingwood is now setup and used by our families. Donations are warmly welcomed by our families, our staff and charities within the North Shields area. Our school Family Worker works tirelessly in supporting our families with early help support and the school nurse is an additional support in this area. The Three Step Plan and Zones of Regulation help staff to support our children in managing their own emotions and two members of staff are currently training towards Thrive Practitioner status.
Narrow the gap in attendance between disadvantaged pupils and non-disadvantaged pupils. PP children who are persistently late are significantly reduced.	Pupil premium attendance improves with a reduction in the % of persistent absence/lateness for all pupils, but particularly the disadvantaged group	Overall attendance for 2023/24 stood at 94.9%. This is a 1.2% improvement on 2022/23 which stood at 93.7%. PA 16.1% (down from 17.9% from 23/24)

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £100,500

- Extra teacher in year 6 for morning sessions - £15,000
- Extra teacher in year 3 for morning sessions - £22,500
- 5 TAs extra support in classes across school in morning sessions - £50,000
- Access to expert support from LA advisors in English and Maths teaching to support subject leaders- £3,000
- Contribution towards IT programmes providing support for teaching (IT budget) - £3,000
- RWI membership, training and resources - £4,000
- Assessment packages to support planning for learning – (curriculum budget) £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Extra teacher in year 6 to reduce class sizes</i>	<ul style="list-style-type: none"> ● Access to quality first teaching - EFF ● Opportunity to ensure all children are secondary ready - DFE 	2, 4,5
<i>Extra teacher in year 3 to reduce class sizes</i>	<ul style="list-style-type: none"> ● Access to quality first teaching – EFF ● Ensure behaviour for learning is good - EFF 	2,4,5
<i>5 TAs extra support in classes across school in morning sessions</i>	<ul style="list-style-type: none"> ● Access to quality first teaching - EFF 	2,4,5
<i>Bespoke training packages delivered by LA on the teaching of writing and phonics</i>	<ul style="list-style-type: none"> ● Embedding improvements in the teaching of writing with support from LA experts ● Launchpad For Literacy ● RWI membership and on-line training – DFE ● Support and training from Early Years experts for EYFS staff 	2,4,5
<i>Contribution towards IT programmes providing support for teaching – Espresso/ Purple Mash/Times Tables Rock Stars/ Mathletics/ Spellingshed</i>	<ul style="list-style-type: none"> ● Children are able to access programmes at home to support learning in school - EFF ● Teachers have access to quality resources to support learning in the classroom - EFF 	1,2,4,5
<i>Assessment packages for planning for learning</i>	<ul style="list-style-type: none"> ● YARC – assessment for reading intervention programme to ensure accurate teaching – recommended by LA advisors 	

	<ul style="list-style-type: none"> • Test Base Assessments for Maths, Reading and Science from years 1 to 6 – bespoke assessments to ensure relevant data available to plan teaching 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £65,600

- BR@P/ BLAST training - £600
- 1:1 TA support in afternoon sessions for specific intervention programmes - £10,000
- 5 TAs intervention programmes across school in afternoon sessions £50,000
- Catch-up and Booster after school programmes £3,000
- Contribution towards IT intervention programmes (SEND budget) £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>BR@P training x2 TAs</i></p> <p>BLAST</p>	<ul style="list-style-type: none"> • Excellent results (average of 16 months improvement in 10 weeks) for past 5 years at Collingwood through implementation BR@P reading intervention – children from years 1-5. • Boosting language and auditory skills in EYFS – tried and tested programme used in school over a number of years leading to over 60% children reaching GLD 	2,4,5
<p><i>1:1 specific intervention programmes in afternoon sessions on withdrawal basis - rolling programme</i></p>	<ul style="list-style-type: none"> • Due to rolling programme, children continue to have access to a rich, varied curriculum as they don't miss the same session each week - EEF 	4
<p><i>5 TAs intervention programmes across school in afternoon sessions on withdrawal basis -rolling programme</i></p>	<ul style="list-style-type: none"> • Close the gaps writing intervention - FFT • First Day response interventions based on morning sessions in maths and English - EEF • Catch-up reading sessions - EEF 	2,4,5

<i>Catch-up and Booster after school programmes</i>	<ul style="list-style-type: none"> School based action research – after school booster sessions in Spring Term makes significant contribution to increasing attainment in Reading and Maths – SATs results last 4 years 	2,4,5
<i>Contribution towards IT intervention programmes which children can also access at home</i>	<ul style="list-style-type: none"> Mathletics/ Times Tables Rock Stars/ Phonics Play/ Teach your Monster to Read/ Spelling Shed – reinforcement games support retention of skills and knowledge – parent and pupil positive feedback 	2,4,5

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

Budgeted cost: £92,640

- School-based Family Support Worker £27,250
- My School Health support £5,000
- Attendance incentives £500
- Equivalent of 1/2 TA – social and emotional support £25,000
- Contribution towards educational visits and visitors (curriculum budget) £8,000
- Contribution towards residential visits £15,000
- Easter and Summer holiday clubs £5,000
- After school clubs £2,500
- Breakfast club (Magic Breakfast) £2,000
- Contribution towards extra designated person safeguarding training (training budget) £300
- Contribution towards opportunities for participation in Team games (Sports premium budget) £500
- Contribution towards outdoor learning opportunities (curriculum budget) £1,290
- Contribution towards positive behaviour and home reading incentives (school fund) £300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School-based Family Support Worker to provide support for children with welfare issues – undertake home visits and run Early Help Plans.</i>	<ul style="list-style-type: none"> Positive outcomes for children – case studies Improved attendance data for persistent absenteeism Improvement in engagement in children’s learning for parents – case studies 	3,4,5

<i>Nurse Lauren – 1 session per week in school to work with children and parents on a range of medical and social, emotional and mental health issues.</i>	<ul style="list-style-type: none"> ● Highly trained and skilled professional service – positive outcomes for children – case studies ● Improvement in engagement in children’s learning for parents – case studies 	3,4,5
<i>Attendance incentives- prizes</i>	<ul style="list-style-type: none"> ● Positive approach – attendance data 	3
<i>Contribution towards educational visits, visitors to school and residential visits</i>	<ul style="list-style-type: none"> ● No charge is made for visitors to school or day visits so all children can attend – visit data/ pupil voice ● Significantly reduced charge for residential visits so possible for children to participate in outdoor and adventurous activities - EEF 	1,2
<i>Free Breakfast Club</i>	<ul style="list-style-type: none"> ● A healthy and nutritious breakfast is provided - EEF ● Children arrive at school on time, well regulated and are not hungry ● Children experience a positive start to their day so are able to focus on learning ● Parents are supported by being able to gain employment and save money on child-care ● Bagels are available for children throughout the morning so that they are not hungry and can focus on learning – EEF/ DFE 	1
<i>Free After School clubs</i>	<ul style="list-style-type: none"> ● Enrichment opportunities exist for children across a range of areas - EEF ● Children are able to pursue areas of interest and to make social connections with peers – Nuffield Foundation ● Children learn to make choices and commitments - EEF 	1,2
<i>Training kept up-to-date for safeguarding leads</i>	<ul style="list-style-type: none"> ● School will have 4 designated safeguarding officers to support children with welfare issues 	4
<i>Free musical instrument lessons to be provided at a local venue with free</i>	<ul style="list-style-type: none"> ● The importance of learning an instrument - DFE 	1,2

<i>transport provided and opportunity to play a musical instrument available in school for year 5/6 pupils</i>		
<i>Contribution towards developing outdoor learning opportunities</i>	<ul style="list-style-type: none"> ● Positive impact on health and wellbeing - EEF ● Learning increases as generalised to different contexts – EYFS Development Matters 	1,2
<i>Contribution to positive behaviour and reading incentives - prizes</i>	<ul style="list-style-type: none"> ● Children and parents feel motivated to take part in home reading - EEF ● Positive approach improves engagement in learning - EEF 	4,5
<i>Easter and Summer holiday clubs</i>	<ul style="list-style-type: none"> ● Positive impact on health and wellbeing – EEF ● Children are able to pursue interests and social situations out of term-time 	1,5

Total budgeted cost: £ 258,182

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.

The Evaluated Pupil Premium Document is included separately for 2022 to 2023 on website

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read Write Inc	
BR@P	