

Colindale Primary School Pupil premium strategy statement – 2024/2025

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

This is the final year of our 3 year cycle

School overview

Detail	Data
Number of pupils in school	712
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2024/2025
Date this statement was published	December 9 th 2024
Date on which it will be reviewed	December 9 th 2025
Statement authorised by	Jane Palmer Headteacher
Pupil premium lead	Jane Palmer Headteacher
Governor / Trustee lead	Lewis Roberts Chair of Governors

Funding overview (2024-2025)

Detail	Amount
Pupil premium funding allocation this academic year	£269,270
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£269,270

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who are supported by a social worker, are young carers, refugees, asylum seekers, new to the UK or have other adverse family circumstances. The approaches we have outlined in this statement is also intended to support their needs, regardless of whether they are entitled to the pupil premium grant or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the 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 our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel:

- Ensure disadvantaged pupils are challenged in the work that they are set.
- Regularly track progress of all disadvantaged pupils in the core subjects.
- 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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	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.
3	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils in KS2.
4	Internal and external (where available) assessments indicate that reading and writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils in KS1.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for some pupils. These challenges particularly affect disadvantaged pupils. Referrals for support specifically to do with social and emotional issues markedly increased post pandemic.
6	Current data shows that 21% of disadvantaged pupils have been 'persistently absent' this term (Autumn 2023) compared to 11% of their peers who are not disadvantaged. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

Intended outcomes July 2025

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 and writing attainment among disadvantaged pupils currently KS1.	KS2 reading and writing outcomes in 2024/5 show that the gap between disadvantaged pupils and non-disadvantaged pupils has narrowed.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that the gap between disadvantaged pupils and non-disadvantaged pupils has narrowed.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing and good mental health from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • decrease in suspension levels to pre-pandemic levels. • decrease in number of referrals to Barnet Inclusion Advisory Team, Barnet Integrated Child Services team and Early Help.
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"> • the percentage of all pupils who are persistently absent is below 9.5%. • the percentage of pupils who are persistently absent is not over-represented by those who are disadvantaged.

Activity in this academic year 2024/2025

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued training for Reception teachers and nursery nurses – Nuffield Early Language Intervention.	Research by the Education Endowment Foundation (EEF) has shown that the Nuffield Early Language Intervention had a positive impact on the language skills of children. https://educationendowmentfoundation.org.uk/projectsand-evaluation/projects/nuffield-early-language-intervention	1, 2 and 4
Continued training for Language Enrichment Interventions - 2,3,4 – provided by the LA.	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
Mental Health Lead time for her to carry out her leadership responsibilities.	DFE recommended training a Mental Health Lead in every school.	5 and 6
Ongoing whole school CPD on developing vocabulary and oracy	The Education Endowment Foundation (EEF) highlights the importance of developing pupils' vocabulary as a key strategy for improving literacy outcomes. Explicit teaching of vocabulary, including Tier 2 and Tier 3 words, is particularly beneficial for disadvantaged pupils who may have limited language exposure outside of school.	1, 2 and 4

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

Budgeted cost: £215,770

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Rigorous phonic programme in place with an increased number of fully decodable reading books in Reception and KS1.</p> <p>Additional two TAs taking intervention phonic groups in Reception and in Year 1.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2 and 4</p>
<p>Additional teachers and support from leaders in years 2, 3 and 6 leading maths, writing & reading interventions, with follow up support in class.</p> <p>Additional teachers in KS1 – supporting in-class and interventions</p>	<p>We have run small group interventions in previous years, with follow up support in class, and we have found that this has been a very effective way of ensuring improved pupil progress for targeted pupils.</p>	<p>2, 3 and 4</p>
<p>Teaching Assistants work across two classes, timetabled to support with reading and writing sessions</p>	<p>Highly skilled and experienced TAs make a big difference to our disadvantaged pupils achievements, as they are able to provide highly differentiated and personalised learning where needed.</p>	<p>3 and 4</p>

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

Budgeted cost: £47,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a Family Support Worker signposted to targeted disadvantaged families and support with early interventions.	Education Endowment Foundation EEF – parental engagement guidance report	5 and 6
Fortnightly visits from an EWO service, working with the attendance officer to support those children who are persistently absent.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of persistent absence.	6
Deploying the services of the Borough's Inclusion Advisory Team (IAT)	The IAT team have had proven success in the LA advising other schools on how to successful support and include pupils with challenging behaviours and emotional and social needs.	5

Total budgeted cost: £269,270

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS:

Good Level of Development

33.3% of your school's Disadvantaged cohort achieved a good level of development, 5 - out of 15.

This is 38.2% - the national Non-Disadvantaged cohort at 71.5%.

The Disadvantaged pupil(s) in your school are in percentile 71 for EYFS good level of development when compared to other schools.

GAP TO:

National: Non-Disadvantaged -38.2%

National: Disadvantaged -18.1%

School: Non-Disadvantaged -35.6%

SCHOOL: VALUE



PHONICS

Expected Standard (Year 1)

71.4% of your school's Year 1 Disadvantaged cohort achieved the expected standard in Phonics, 15 pupils out of 21.

This is 12.0% lower than the national Non-Disadvantaged cohort at 83.4%.

Your school's gap to Non-Disadvantaged pupils nationally has decreased by 3.5% from -8.5% in 2023/24, to -12.0% in 2024/25.

Your Year 1 Disadvantaged cohort's Phonics Expected Standard has decreased by 3.6% from 75.0% in 2023/24, to 71.4% in 2024/25.

The Disadvantaged Year 1 pupil(s) in your school are in percentile 44 for Phonics Expected Standard when compared to other schools.

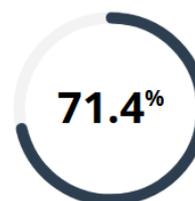
GAP TO:

National: Non-Disadvantaged -12.0%

National: Disadvantaged +4.6%

School: Non-Disadvantaged -5.4%

SCHOOL: VALUE



Expected Standard (Year 2)

25.0% of your school's Year 2 Disadvantaged cohort achieved the expected standard in Phonics, **1 pupils** out of 4.

This is **28.9%** lower than the **national Non-Disadvantaged** cohort at **53.9%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **decreased by 13.8%** from -15.1% in 2023/24, to -28.9% in 2024/25.

Your Year 2 Disadvantaged cohort's **Phonics Expected Standard** has **decreased by 17.9%** from 42.9% in 2023/24, to 25.0% in 2024/25.

The Disadvantaged Year 2 pupil(s) in your school are in **percentile 56** for **Phonics Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-28.9%
National: Disadvantaged	-18.8%
School: Non-Disadvantaged	-22.4%

SCHOOL: VALUE



KS2

RWM Expected Standard

40.7% of your school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, **11 pupils** out of 27.

This is **28.1%** lower than the **national Non-Disadvantaged** cohort at **68.8%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **decreased by 12.1%** from -16.0% in 2023/24, to -28.1% in 2024/25.

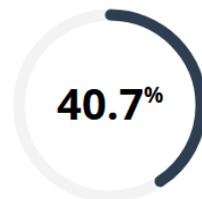
Your Disadvantaged cohort's **Reading, Writing & Maths Expected Standard** has **decreased by 10.7%** from 51.4% in 2023/24, to 40.7% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 60** for **Reading, Writing & Maths Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-28.1%
National: Disadvantaged	-6.5%
School: Non-Disadvantaged	-24.4%

SCHOOL: VALUE



Reading Expected Standard

70.4% of your school's Disadvantaged cohort achieved the expected standard in Reading, **19 pupils** out of 27.

This is **10.1%** lower than the **national Non-Disadvantaged** cohort at **80.5%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **improved by 2.0%** from -12.1% in 2023/24, to -10.1% in 2024/25.

Your Disadvantaged cohort's **Reading Expected Standard** has **increased by 2.8%** from 67.6% in 2023/24, to 70.4% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 42** for **Reading Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-10.1%
National: Disadvantaged	+7.3%
School: Non-Disadvantaged	-12.1%

SCHOOL: VALUE



Writing Expected Standard

48.1% of your school's Disadvantaged cohort achieved the expected standard in Writing, **13 pupils** out of 27.

This is **30.0%** lower than the **national Non-Disadvantaged** cohort at **78.1%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **decreased by 9.2%** from -20.8% in 2023/24, to -30.0% in 2024/25.

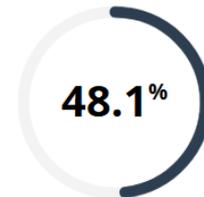
Your Disadvantaged cohort's **Writing Expected Standard** has **decreased by 8.7%** from 56.8% in 2023/24, to 48.1% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 74** for **Writing Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-30.0%
National: Disadvantaged	-11.2%
School: Non-Disadvantaged	-24.9%

SCHOOL: VALUE



Maths Expected Standard

59.3% of your school's Disadvantaged cohort achieved the expected standard in Maths, **16 pupils** out of 27.

This is **20.9%** lower than the **national Non-Disadvantaged** cohort at **80.2%**.

Your **school's gap to Non-Disadvantaged** pupils **nationally** has **decreased by 6.4%** from -14.5% in 2023/24, to -20.9% in 2024/25.

Your Disadvantaged cohort's **Maths Expected Standard** has **decreased by 5.6%** from 64.9% in 2023/24, to 59.3% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 57** for **Maths Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-20.9%
National: Disadvantaged	-1.1%
School: Non-Disadvantaged	-24.8%

SCHOOL: VALUE



GPS Expected Standard

66.7% of your school's Disadvantaged cohort achieved the expected standard in Grammar, Punctuation and Spelling, **18 pupils** out of 27.

This is **11.7%** lower than the **national Non-Disadvantaged** cohort at **78.4%**.

Your **school's gap to Non-Disadvantaged** pupils **nationally** has **decreased by 1.1%** from -10.6% in 2023/24, to -11.7% in 2024/25.

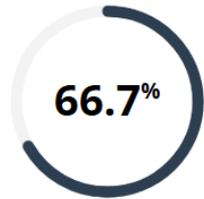
Your Disadvantaged cohort's **Grammar, Punctuation and Spelling Expected Standard** has **decreased by 0.9%** from 67.6% in 2023/24, to 66.7% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 38** for **Grammar, Punctuation and Spelling Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-11.7%
National: Disadvantaged	+7.0%
School: Non-Disadvantaged	-20.6%

SCHOOL: VALUE



Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
	N/A

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A