

# Colindale Primary School 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	Colindale Primary
Number of pupils in school	705
Proportion (%) of pupil premium (PP) eligible pupils	30.3% (191 pupils in Reception to Year 6)
Proportion (%) of other disadvantaged pupils (not PP)	3% (20 pupils in Reception to Year 6)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 17 <sup>th</sup> 2021
Date on which it will be reviewed	July 17 <sup>th</sup> 2022
Statement authorised by	Lucy Rodgers Headteacher
Pupil premium lead	Sarah Robertson, Deputy Headteacher
Governor lead	Chair of Governors – Louise Cavanagh

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£269,447
Recovery premium funding allocation this academic year	£15,296
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

# 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 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

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. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are 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	Assessments, observations, and discussions with pupils indicate under-developed 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	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by the pandemic and resulting partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>
6	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for some pupils. These challenges particularly affect disadvantaged pupils.</p> <p>Referrals for support specifically to do with social and emotional issues have markedly increased during the pandemic.</p>
7	<p>Current data shows that 64% of disadvantaged pupils have been 'persistently absent' this term (Autumn 2021) compared to 36% of their peers who are not disadvantaged.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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 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 2025/6 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"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• decrease in exclusions levels to pre-pandemic levels</li> <li>• decrease in number of referrals to Barnet Inclusion Advisory Team, Barnet Integrated Child Services team and Early Help.</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>• the percentage of all pupils who are persistently absent is below 9.5%.</li> <li>• the percentage of pupils who are persistently absent is not over-represented by those who are disadvantaged.</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 training)

**Budgeted cost: £6,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a>	1, 2 and 4
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: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
Training for all teachers and support teaching staff in <i>Think Moves</i> – Metacognition made simple.	EEF research has shown that effective strategies for metacognition and self-regulation: <ul style="list-style-type: none"> <li>• Have consistently high levels of impact;</li> <li>• Are better when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion;</li> <li>• Require pupils to take greater responsibility for their learning;</li> <li>• Can be particularly effective for low achieving and disadvantaged pupils.</li> </ul> Thinking Moves A – Z supports every step of the EEF’s recommended framework for metacognition and self-regulated learning.	1
Training from a Maths Consultant for teachers in Years 1,2,5 & 6	We have had training from the LAs recommended Maths consultants in previous years and the impact on quality first teaching and on pupil outcomes, has been positive, with resulting accelerated pupil progress.	3

## Targeted academic support

Budgeted cost: £249,143

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rigorous phonic programme in place with an increased number of fully de-codable reading books in Reception and KS1.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2 and 4
Additional two TAs taking intervention phonic groups in Reception and in Year 1.		3 and 4
Additional teacher, three days a week in years 3,4 and 5 leading maths interventions, with follow up support in class.	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.	
Additional teachers in KS1 – supporting in-class and interventions.		4
Teaching Assistants work across two classes, timetabled to support with reading and writing sessions.	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.	

## Wider strategies

**Budgeted cost: £44,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on the Zones of Regulation, led by an Educational Psychologist, with the aim of improving behaviour across the school through enabling pupils to articulate and take control of their emotions.	The potential impact of metacognition and self-regulation approaches is high, EEF research has found. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	5 and 6
Employment of a Family Support Worker signposted to targeted disadvantaged families and support with early interventions.	<a href="#">EEF Parental Engagement Guidance Report.pdf (educationendowmentfoundation.org.uk)</a>	
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.	7
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 successfully support and include pupils with challenging behaviours and emotional and social needs.	6
Employing a full-time teaching assistant, specialised in supporting pupils with social and emotional learning needs, to work with children at risk of exclusion with personalised behaviour interventions.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	6

**Total budgeted cost: £284,743**

## Part B: Review of outcomes in the previous academic year – 2020/2021

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous three years in key areas of the curriculum. Despite being on track during the first year 2018/19, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

The reason for this is clearly due to the impact of the pandemic and the fact that school was closed to nearly all pupils from March 2020 – July 2020 and from January to March 2021. Like all other schools, the closures were most detrimental to our disadvantaged pupils, and they were not able to benefit from our planned interventions and high-quality tailored support for all or part of the closure periods. During both lockdowns, pupils had access to high quality lesson plans across the curriculum, with English and Maths lessons provide daily, and during 2021, to live lessons and Teams calls. Pupil premium and other disadvantage children were given priority access to laptops; however, some of our families felt unable to accept the responsibility for these or declined due to the number of children they had at home. Others had returned to their home countries.

During the summer of 2020, we were able to invite some year groups back into school for half day sessions for 4 to 6 weeks, in addition to the key worker children we were already catering for, and from January to March 2021, vulnerable and disadvantaged children were also invited in for full school days. However, although some did benefit considerably on both occasions, the children in the current years 5 & 6 were not able to attend school during the 2019-20 lockdown unless as key worker children, and a small proportion only did so during 2020-21.

We worked hard to minimise the impact on the education of the disadvantaged by maintaining an overview of which children accessed our printed and online resources, our live lessons and following up on those who did not through phone calls. Printed lessons plans were always available to collect on a weekly basis for families with minimal or no access to technology or the internet, with our risk assessment strictly adhered to so it was safe for families to come to school to collect these. Approximately half our families chose to collect these and the vast majority were involved in the remote education in some way. Some of our pupil premium children, who are also EAL and / or SEN, benefitted from one-to-one calls and online lessons from staff to enable them to access the lessons planned for the rest of the class.



Despite our best efforts, we are aware that a number of families found it difficult to manage home learning, either through having several children, lack of resources or feeling unable to support the children at home themselves. Fear of Covid-19 impacted on some children whose families felt unable to allow them to attend the school places offered. Others suffered from extreme financial hardship or from covid illness and deaths within the family, which naturally made it hard for them to prioritise their child's education.

On their return to school in March, we focused on supporting the disadvantaged children to review and consolidate previous learning, particularly in maths, and employed a very experienced teacher two days a week to provide small group interventions and in-class support to children in maths and reading in years 3 & 4. Teachers also ran after school maths booster classes, with a focus on the pupil premium children.

Although overall attendance in 2020/21 was lower than in the preceding year, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence also higher. This was due to fear of covid where parents did not allow their children to return to school in September 2020, with one family of several children not returning until after half term. Other families had gone back to their home countries and were unable to return for some time. In addition, later in the year, some classes had to be closed due to covid, with the children needing to return to online learning which is less effective than in person, and staff were unwell too, impacting on the consistency of provision provided in classes and for focus groups.

It is clear that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. For some individuals, staffing has to be re-directed or new staff employed to provide the intensive support they have needed.

## Further information (optional)

### **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:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, support more effective collaboration with parents and further develop the school's strategic approach to mental health.
- expanding the use of Lesson Study to all year groups, to look at developing children's vocabulary through research and collaboration.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **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.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of 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.

We used the [EEF's implementation guidance](#) to help us develop our strategy and 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.