

# Colindale Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our five year pupil premium strategy and also 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  | 708                                     |
| Proportion (%) of pupil premium (PP) eligible pupils                    | 22%                                     |
| Proportion (%) of other disadvantaged pupils (not PP)                   | 3.7%                                    |
| Academic year/years that our current pupil premium strategy plan covers | 2022/2023 to<br>2024/2025               |
| Date this statement was last reviewed                                   | December 16th 2022                      |
| Date on which it will be reviewed next                                  | December 16 <sup>th</sup> 2023          |
| Statement authorised by   | Lucy Rodgers<br>Headteacher             |
| Pupil premium lead  | Sarah Robertson,<br>Deputy Headteacher  |
| Governor lead   | Chair of Governors –<br>Louise Cavanagh |

## Funding overview (2022-2023)

| Detail   | Amount   |
|--|----------|
| Pupil premium funding allocation this academic year                                    | £283,565 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0       |

# Part A: Pupil premium strategy plan 2021-2025

## 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 (Identified in September 2021)

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 were 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 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 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"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• decrease in suspension 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 – 2022/2023

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

### Teaching

**Budgeted cost: £6,000**

| 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. <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                    |
| 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:<br><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>  | 1                             |
| Training and support from Geography Consultant for teachers in KS1 and 2                             | We have had training from previous subject specialist consultants in previous years and the impact on quality first teaching and on pupil outcomes, has been positive, with resulting accelerated pupil progress.  | 3                             |
| Training or a mental Health Lead and time for her to carry out her leadership responsibilities.      | DFE recommended training a Mental Health Lead in every school.   | 5 and 6                       |

## Targeted academic support

Budgeted cost: £233,565

| 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:<br><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.  |   | 2,3 and 6                     |
| Additional teachers and support from leaders in years 2, 3 and 6 leading maths, writing & reading 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.   |   | 3 and 4                       |
| Teaching Assistants work across two classes, timetabled to support with reading and writing sessions.   |   |                               |

## Wider strategies

**Budgeted cost: £44,000**

| 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.  | <a href="#">EEF Parental Engagement Guidance Report.pdf (educationendowmentfoundation.org.uk)</a>   | 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.   |                               |
| 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. | 7                             |
| 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:<br><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>    | 6                             |

**Total budgeted cost: £283,565**

## Part B: Review of outcomes in the previous academic year – 2021/2022

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year and a bit beyond. We are not using end of Key Stage data 2022 for the following reasons outlined by the DFE (see below), but rather in-school data taken at the end of the Autumn term 202 when the review of this plan took place.

*Use 2021/22 school performance data with caution: Following the COVID-19 pandemic, most exams, tests and assessments resumed in academic year 2021/22. Pupils included in the 2021/22 KS2 school performance data may have experienced varying levels of disruption to their schooling due to the pandemic. We do not recommend making direct comparisons with data from previous years or between schools. The KS2 school data should be used with caution. It reflects a school's results in 2021/22 but cannot provide information about the factors which may have influenced these results. Comparisons with local and national averages should be made cautiously to put an individual school's results into context.*

**In-school data in December 2022** (at the time of review) shows a mixed picture across the school:

- In **reading and writing** there is no significant difference in the attainment of disadvantaged and non- disadvantaged pupils in years 1 and 2. In year 3, a greater number of disadvantaged pupils are at the expected level of attainment or above, than non-disadvantaged. In years 4,5 and 6 a greater number of non-disadvantaged pupils are at the expected level or above than disadvantaged pupils, but in these year groups there is a higher percentage of pupils with complex special educational needs and a greater number of pupils who are asylum seekers and refugees, new to the country and new to English.
- In **maths**, in years 1,2 and 3, there are a greater number of disadvantaged pupils attaining expected or above than non-disadvantaged. In years 4 and 5, there are a greater number of non-disadvantaged pupils attaining expected or above in maths, than disadvantaged. In year 6, disadvantaged pupils are broadly in line with non-disadvantaged.



## Further information

### **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:

- 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 the 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.