

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	Colmers Farm Primary School
Number of pupils in school	400
Proportion (%) of pupil premium eligible pupils	62%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 - 2023
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	David Williams
Pupil premium lead	Emma Kelly
Governor / Trustee lead	Louise O'Brien

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£346,338
Recovery premium funding allocation this academic year	£37,338
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	£ 383,676

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced alongside research conducted by the EEF.

Common barriers to learning for disadvantaged children can be; less support at home; weak language and communication skills; lack of confidence; more frequent behaviour difficulties; lower cultural capital; low aspiration; and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

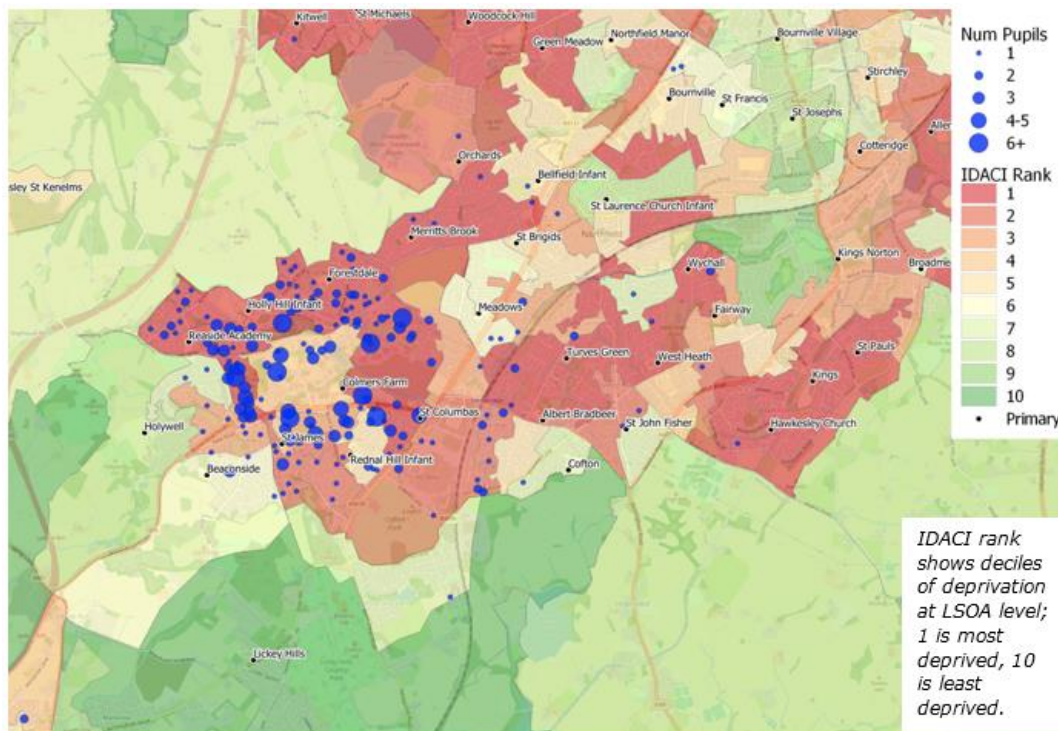
Demography and School Context

Colmers Farm Primary School is a larger than average-sized school. We have 400 pupils on roll (November 2021). It is on the same site as Rubery Nursery which is a local authority-controlled nursery and Colmers Secondary School.

The proportion of pupils who are known to be eligible for support through the pupil premium (November 2021 – 62%) is over three and a half times higher than of the national average (17.3% - Jan 2020).

Our school actively supports our local community, sign posting parents to The Project, New Starts, Frankley Plus Children’s Centre, Rubery Community ‘Swop’ Shop and the B31 Foodbank. In December 2020, the school organised a toy and gift event where donations of new or good condition second-hand toys and gifts were collected, before being redistributed to Colmers families where needed. This has helped to develop further our relationships with parents and the local community. We also regularly collect for our local foodbank.

A lot of Colmers Farm’s pupils live close to the school on the south side of the A38 Bristol Rd, in Rednal. However, the school has pupils from all across the Rubery area; they are particularly concentrated around Cock Hill Lane, and there are lots of Colmers Farm pupils who live north of Rubery Lane, towards Frankley. The map illustrates the fact that the majority of pupils live in areas of very high deprivation.



Data sources: School MIS, November 2021. IDACI deciles: Ministries of Housing, Communities & Local Government. LSOA boundaries: ONS, contains public sector information licensed under the Open Government Licence v3.0 Background map images © OpenStreetMap contributors.

Deprivation (IDACI)

Decile	Description	No. Pupils	% Pupils	% Birmingham
1	10% Most Deprived	225	57%	32%
2	10% - 20%	42	11%	22%
3	20% - 30%	57	14%	10%
4	30% - 40%	40	10%	8%
5	40% - 50%	15	4%	7%
6	50% - 60%	13	3%	6%
7	60% - 70%	6	2%	6%
8	70% - 80%	0	0%	3%
9	80% - 90%	0	0%	4%
10	10% Least Deprived	0	0%	3%

Pupil Data Source: School MIS, November 2021. LSOA Data source: Ministry of Housing, Communities & Local Government, September 2019.

More than half of pupils at Colmers Farm live in areas that have the highest levels of income-deprivation in England (1st decile LSOAs).

More than two thirds of pupils live in areas that have very high levels of income deprivation affecting children (1st & 2nd decile LSOAs).

Only a handful of pupils live in areas that have below-average levels of income deprivation affecting children.

This table groups government-defined geographic areas according to how deprived they are, and shows the numbers of children who attend Colmers Farm Primary who live in those areas.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and all pupils both within internal school data and nationally.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach at least age-related expectation (ARE) at the end of Year 6.
- For all children to have a breadth of experiences, with their social and emotional needs met, leaving school with aspirational attitudes.

Achieving These Objectives

The range of provision that is made for this group, includes but will not be limited to that listed in the strategy document.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to Reception in all areas.
2	Weak language and communication skills.
3	Low cultural capital of pupils.
4	School attendance and punctuality.
5	Lack of parental engagement.
6	Chaotic family environment and involvement of external agencies leading to a lack of emotional resilience and ability to self-regulate.
7	Level of anti-social behaviour in the local area.
8	Impact of COVID-19 pandemic

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
For disadvantaged pupils to exceed nationally expected progress in reading from their starting points.	Achieve at least national average score in KS2 reading. July 2023

For disadvantaged pupils to exceed nationally expected progress in writing from their starting points.	Achieve at least national average score in KS2 writing. July 2023
For disadvantaged pupils to exceed nationally expected progress in maths from their starting points.	Achieve at least national average score in KS2 maths. July 2023
For disadvantaged pupils to exceed nationally expected progress in Read, Write Inc. (phonics) from their starting points.	Achieve national average expected standard in PSC July 2023
Disadvantaged children's school attendance exceeds or is at least in line with all children nationally (2019: 95.3%)	Children achieve a minimum of 95.3% attendance.
















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: **£ 325704**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teachers / HLTAs in Reception, Year 1, Year 2 and Year 6 (Years 2 & 6 mornings only)</p> <p>£110850</p>	<p>Due to COVID-19 effecting education over the last 2 years, children in Reception, Year 1 and Year 2 have missed a significant part of their formative education and are unlikely to have the vocabulary, knowledge and skills required of children their age.</p>	1, 2, 8
<p>Reducing class size</p> <p>Moderate impact for high cost, based on moderate evidence.</p> <p> </p>		
<p>Enhance provision and participation in art and design technology. Specialist art and design technology teacher employed. Specialist teacher delivering lessons, after school clubs and parental engagement workshops.</p> <p>£62558 (including add-ons)</p> <p>UPS3 teacher employed as a specialist art and design technology teacher.</p>	<p>Provide enhanced opportunities and experiences for pupils.</p> <p>Encourage parents to become involved in school through non-threatening workshops accessible to all.</p> <p>“Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils.” EEF Arts Participation.</p>	1, 3, 5

Arts participation Moderate impact for very low cost based on moderate evidence					
Parental engagement Moderate impact for moderate cost, based on moderate evidence.					
Use teaching assistants to enhance the academic provision in school by supporting learners in class and providing small group interventions, including catch-up. £150000	Gaps in attainment between disadvantaged and all pupils in school identify the need for focused and timely interventions in class, providing additional capability for pupils to receive small group support and catch-up.	1, 2			
Small group tuition Moderate impact for moderate cost, based on limited evidence.					
Teaching assistants Low impact for high cost, based on limited evidence.					
Purchase of 35 sets of 'now>press>play' immersive audio resource headsets. £2296	Curriculum enhancements and the enrichment of the curriculum through the audio drama immersion aims to enthuse learners, bringing topics to life. "Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported." EEF	2,3			
Arts participation Moderate impact for very low cost based on moderate evidence					

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

Budgeted cost: **£40,467.67**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Additional teaching assistant hours to provide daily one-to-one reading for lowest 20% of readers in Years 4, 5, 6</p> <p>£10426.50</p> <p>Purchase of Read, Write, Inc Fresh Start programme.</p> <p>Starter Pack x 3 @ £295.00 for Y4, Y5 and Y6 to deliver. £885</p> <p>BRP for identified children led by non-class based TAs. 10% of hours. £3543.80</p> <p>Purchase of RWI Phonics: Book Bag Books pack £3115</p>	<p>Bottom 20% of readers in each year group have been identified and 85% are disadvantaged.</p> <p>“Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils’ success. Through these, they develop communication skills for English and for working with others: in school, in training and at work. Pupils who find it difficult to learn to read are likely to struggle across the curriculum.” DfE The Reading Framework.</p>	<p>1, 2, 5</p>
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One to one tuition £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +5
 Moderate impact for high cost, based on extensive evidence.

Phonics £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +5
 High impact for very low cost based on very extensive evidence

<p>Subscription to Mathletics, £1377 Spelling Shed, £270 Accelerated Reader, £2195 myOn £3679.20 RWI online portal £2125</p> <p>£9646.20</p>	<p>Maths, spelling and reading are 3 ideas of development for pupils in school. Online learning platforms have proven to increase participation in homework. Throughout lockdown school was able to ascertain that the vast majority of our children have access to devices that enable access to online platforms, and those who do not have a device loaned to them to remove this as a barrier.</p>	
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Homework (Primary) £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +2
 Low impact for very low cost, based on limited evidence.

<p>Online tutoring for children in Years 5 and 6 provided by Third Space Learning.</p>	<p>“Disruptions caused by the COVID-19 pandemic have resulted in significant missed education by pupils. Disadvantaged and vulnerable</p>	<p>8</p>
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<p>£4106.69</p> <p>Autumn 2021 (8 weeks): 28 pupils x £146.67 per pupil per term = £4,106.76</p> <p>Spring 2022 (12 weeks): 28 pupils x £220 per pupil per term = £6,160</p> <p>Summer 2022 (12 weeks): 28 pupils x £220 per pupil per term = £6,160</p> <p>Total: £16,426.76 ex VAT</p> <p>School pay 25%</p> <p>2 x 1 hour overtime for Teacher and TA to supervise.</p> <p>Autumn: Teacher - £44.59 x 8 = £356.72 TA - £14.21 x 8 = £113.68</p> <p>Spring & Summer 2 X TA @ £14.21 = £28.42 x 24 weeks = £682.08</p> <p>Total: £1152.48</p> <p>1:3 school led tutoring for children in years 1, 2 and 5.</p> <p>70 days @ £215 = £15,050. 25% charge to school = £3762.50</p>	<p>pupils have been particularly impacted. Tutoring is one of the most effective tools for helping pupils recover lost education..." DfE School-Led Tutoring guidance Sept 2021.</p>	
<p>Small group tuition</p> <p>Moderate impact for low cost based on moderate evidence</p> <p>    </p>		
<p>Purchase of Soundswell professional services (S&L) tier 1 and tier 2.</p> <p>£2425</p>		<p>1, 2</p>




Oral language interventions Very high impact for very low cost based on extensive evidence					
Purchase of CGP books for Y5 and Y6 £1402.50					
Homework High impact for very low cost based on very limited evidence					

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

Budgeted cost: **£17608.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription to Thrive Online <ul style="list-style-type: none"> • whole class screening • small group Thrive sessions • one to one Thrive sessions • Family Thrive £1500	<p>Many of our children have complex social and emotional needs which provide a barrier to their learning, progress and attainment. Addressing these interruptions through the Thrive Approach helps children to succeed and reach their full potential.</p> <p>Historically there has been a low level of parental engagement in school with a lack of understanding of the importance of the role of parents by parents themselves and a lack of parenting skills, particularly in regards to setting and maintaining boundaries in the home environment.</p>	1, 2, 3, 4, 5, 6, 7
Provision of Malachi as a form of early help. £9600	<p>“Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance.” Thrive website. (McGuire-Snieckus et al 2015)</p>	
2 additional Thrive Licenced Practitioners trained to increase in-school capacity of one-to-one Thrive sessions. £1260		
Purchase of additional support hours to complete		

<p>Wellbeing Award for Schools.</p> <p>£750</p>		
<p>Behaviour interventions</p> <p>Moderate impact for low cost based on limited evidence</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4</p>		
<p>Parental engagement</p> <p>Moderate impact for moderate cost, based on moderate evidence.</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +3</p>		
<p>Social and emotional learning</p> <p>Moderate impact for moderate cost, based on extensive evidence.</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4</p>		
<p>Purchase of 20 additional hours of behaviour support from COBs</p> <p>£2750</p>	<p>To ensure children are best placed to learn following the disruption of the last 2 years, school recognises the need for specialist support in behaviour strategies. Close liaison with COBs in the past has proven essential, particularly supporting our disadvantaged children who experience chaotic home environments and live in areas with high levels of antisocial behaviour.</p>	<p>4, 5, 6, 7, 8</p>
<p>Behaviour interventions</p> <p>Moderate impact for low cost based on limited evidence</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4</p>		
<p>Purchase of 10 x Balanceability bikes, 10 x helmets, Balanceability equipment bag and training for 2 members of staff to deliver Balanceability.</p> <p>£1948.00</p>	<p>“There is a small positive impact of physical activity on academic attainment. The average impact of the engaging in physical activity interventions and approaches is about an additional one month’s progress over the course of a year. There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.” EEF</p> <p>The catchment area for Colmers Farm includes a number of properties that have no external space or facilities to store bicycles for children to use in the local area. This intervention will allow children the opportunity to</p>	<p>1, 3, 4, 5, 6</p>

	learn to ride a bike, an essential life-skill.	
Physical activity	 	
<small>Low impact for very low cost based on moderate evidence</small>		

Total budgeted cost: £ 383,979.67 (bal: – £303.70)

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 2020 to 2021 academic year.

Aim	Outcome			
To raise the quality of teaching in all year groups	Autumn 2020 percentage of teaching that was good or better was 53%, Summer 2021 the percentage of teaching that was good or better was 78% (internal lesson grade document)			
To use oracy to improve the language and vocabulary in all subjects	From lesson observation feedback and monitoring by Oracy lead (AHT) oracy has now been identified as a strength of the school.			
To raise attainment of children eligible for Pupil Premium Grant throughout school so that the end of key stage and year group expectations are in line with national figures	From baseline to end of year increased % of PP children at ARE+	Reading	Writing	Maths
	Y1	43%	45%	31%
	Y2	22%	34%	36%
	Y3	55%	42%	18%
	Y4	36%	24%	13%
	Y5	23%	12%	21%
	Y6	52%	35%	21%
To improve the reading fluency of Year 5, including disadvantaged children	On average, children who completed the Sound Training intervention made 32 months progress in their reading age.			
Improve attendance and readiness to learn for the most disadvantaged pupils	Attendance of disadvantaged pupils: 2019 - 2020 = 86.8% 2020 – 2021 = 92.1%			

	This shows an increase in attendance, although the data is impacted by the COVID-19 pandemic and parents' reluctance to send children into school even when it was open to key year groups.
Increase opportunities for pupil to raise their cultural capital that will raise aspiration and provide life experiences	Prevented by COVID-19 pandemic

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Contribution towards non-class-based behaviour support assistants.
What was the impact of that spending on service pupil premium eligible pupils?	Emotional regulation strategies delivered to ensure child remained in classroom, accessing learning.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.