

Pupil premium strategy statement – Colmers Farm Primary School

This statement details our school’s use of pupil premium (and recovery 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.

School overview

Detail	Data
Number of pupils in school	401
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	31.12.2023
Date on which it will be reviewed	01.12.2024
Statement authorised by	David Williams
Pupil premium lead	Emma Kelly
Governor / Trustee lead	Hayley Wadley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£368,115.00
Recovery premium funding allocation this academic year	£36,685.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£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>	£404,800.00 (As we are not using tutoring, our total spend is £368,115.00)

Part A: Pupil premium strategy plan

Statement of intent

Colmers Farm is a vibrant and happy school with a hardworking, enthusiastic, and dedicated staff team. We have an established and experienced senior leadership team and a school ethos of high expectations with children and staff at the heart of all we do.

We are a two-form entry primary school in Rubery, South Birmingham, in an area of significant deprivation, government statistics rank Rubery as the 13th highest part of the country for levels of child poverty (out of 32844 regions).

For us, early intervention is key, and we are focusing on language development in all its forms with a clear emphasis on vocabulary, oracy and reading. We are constantly looking to refine and improve practice in this area whilst also providing targeted interventions to struggling learners. We strongly believe our curriculum is our children's opportunity and we aim to provide the knowledge, skills, and opportunities to create a level playing field and improve the life chances for all our disadvantaged pupils.

We have a strong ethos of inclusion and crucially a compassionate approach towards engaging and supporting our children and parents. There is a collective understanding of the impact of disadvantage on pupils' learning and staff at every level speak with one voice about our ambition for all our pupils and they all fully understand the part they play in addressing educational disadvantage.

Through leadership capacity, there is a sharp focus on the quality of pupils' learning experiences. Our leadership team play a significant role in evaluating progress through ongoing, and crucially, supportive monitoring and quality assurance, which is purposeful, transparent, and focussed on the main thing, improving teaching and learning.

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; 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

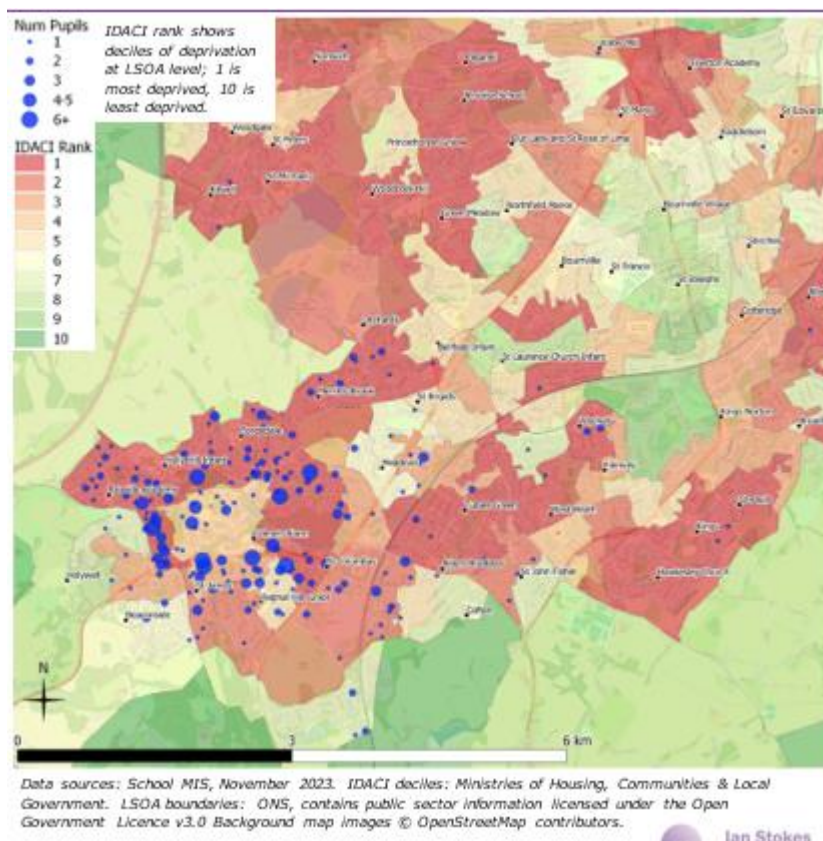
Colmers Farm Primary School is a larger than average-sized school. We have 401 pupils on roll (December 2023). It is on the same site as Rubery Nursery which is a local authority-controlled nursery and Colmers Secondary School and Sixth Form.

The proportion of pupils who are known to be eligible for support through the pupil premium (December 2023 - 58%) is over two times higher than that of the national average (27%).

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. We also regularly collect for our local foodbank (Autumn 2023 most recently).

The distribution of the school's pupils remains similar to previous years: the largest concentrations of pupils live in the Cock Hill Lane area of Rubery, to the west of school. Many other pupils attending Colmers Farm live north of Rubery Lane towards Frankley, despite there being other nearer schools. There are also plenty of pupils who live south of the A38 in Rednal, but the numbers aren't as large as in Rubery. Several of the school's pupils live further afield in Longbridge, Northfield and West Heath to the east, as well as to the north in Bartley Green.

The map illustrates the fact that the majority of pupils live in very high areas of deprivation.



Deprivation (IMD)

Decile	Description	No. Pupils	% Pupils	% Birmingham
1	10% Most Deprived	200	50%	43%
2	10% - 20%	45	11%	16%
3	20% - 30%	36	9%	10%
4	30% - 40%	92	23%	11%
5	40% - 50%	7	2%	8%
6	50% - 60%	6	1%	4%
7	60% - 70%	7	2%	4%
8	70% - 80%	0	0%	2%
9	80% - 90%	8	2%	2%
10	10% Least Deprived	0	0%	1%

Pupil Data Source: School MIS, November 2023. LSOA Data source: Ministry of Housing, Communities & Local Government, September 2019. <https://www.gov.uk/government/statistics/english-indices-of-deprivation-2019>

IMD figures indicate that half of the school's pupils live in areas which are amongst the most-deprived in the country.

6 out of every 10 pupils live in areas with high levels of deprivation.

Only a handful of pupils live in areas with below-average levels of deprivation.

It is important to note that both IDACI and IMD are measures of relative deprivation: they do not measure 'absolute' deprivation, which is likely to have increased in all areas due to the pandemic and the 'cost of living crisis'.

On average, each year group loses 6 children every academic year.

Outward mobility is very high and this facilitates even more inward mobility as new pupils take the places of children who have left.

A considerable number of children join the school late as 'inwardly mobile' and leave after only spending a short time at the school. This 'churn' in the pupil population can be de-stabilising and can disrupt the learning of the 'non-mobile' children as well as that of the new arrivals and leavers. This is however well-managed by the school.

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	Many children enter Reception below age related expectations for their age.
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 2024
For disadvantaged pupils to exceed nationally expected progress in writing from their starting points.	Achieve at least national average score in KS2 writing. July 2024

For disadvantaged pupils to exceed nationally expected progress in maths from their starting points.	Achieve at least national average score in KS2 maths. July 2024
For disadvantaged pupils to exceed national average attainment in Read, Write Inc. (phonics) from their starting points.	Achieve national average expected standard in PSC July 2024
Disadvantaged children's school attendance exceeds or is at least in line with all children nationally (2022-23 Primary 94.5%)	Children achieve a minimum of 94.5% 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.

Key:


2022 – 2023 activity







RAG rating:  achieved  partially achieved  did not achieve

2023 – 2024 planned activity

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 309,858.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>22-23: Additional teachers in Reception, Year 2 and Year 6 (year 2 and 6 mornings only)</p> <p>£114,100 </p> <p>Additional teachers in Reception, Year 2 and Year 6 (year 2 and 6 mornings only)</p>	<p>Due to COVID-19 effecting education between 2020 and 2022, children have missed a significant part of their formative education and are unlikely to have the vocabulary, knowledge and skills required of children their age. Despite recent academic years being used to narrow gaps, there is still further</p>	<p>1, 2, 8</p>

<p>£118,046.00</p>	<p>work to be done in this area.</p>	
<p>Reducing class size   +3 </p> <p>Moderate impact for high cost, based on moderate evidence.</p>		
<p>2022-2023:</p> <p>Embed enhanced provision and participation in art and design technology led by specialist art and design technology teacher delivering lessons, after school clubs and parental engagement workshops.</p> <p>£61,100 ●</p> <p>UPS3 teacher employed as a specialist art and design technology teacher.</p> <p>Embed enhanced provision and participation in art and design technology led by specialist art and design technology teacher delivering lessons, after school clubs and parental engagement workshops.</p> <p>£62,707</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>	<p>1, 3, 5</p>
<p>Arts participation   +3 </p> <p>Moderate impact for very low cost based on moderate evidence</p>		
<p>Parental engagement   +3 </p> <p>Moderate impact for moderate cost, based on moderate evidence.</p>		
<p>2022-20223: Use teaching assistants to enhance the academic provision in school by supporting learners in class and providing small group interventions, including catch-up.</p> <p>£130000 ●</p>	<p>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</p>	<p>1, 2</p>

Use teaching assistants to enhance the academic provision in school by supporting learners in class and providing small group interventions, including catch-up.	receive small group support and catch-up.	
£126,295.55		
Small group tuition Moderate impact for moderate cost, based on limited evidence. <div style="display: flex; justify-content: space-between; align-items: center;"> £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4 </div>		
Teaching assistants Low impact for high cost, based on limited evidence. <div style="display: flex; justify-content: space-between; align-items: center;"> £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +1 </div>		
2022-2023: Continue subscription of 'now>press>play' £2341.92 ● Continue subscription of 'now>press>play' £2810.30	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 <div style="display: flex; justify-content: space-between; align-items: center;"> £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +3 </div>		

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

Budgeted cost: £ **14,057.65**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching assistant hours to provide daily one-to-one reading for lowest 20% of readers in Years 3, 4, 5, 6		1, 2, 5

<p>HM x 10 @£11.75 = 117.50 LO x 10 @£11.13 = 111.30 VS x 10 @10.93 = 109.30 LG x 10 @11.13 = 111.30</p> <p>£449.40 per week x 39 weeks = £17,526 ●</p> <p>Purchase of books to replenish lost and damaged books and to enhance provision</p> <p>£1500 ●</p> <p>Purchase of books to replenish lost and damaged books and to enhance provision</p> <p>£2000</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, £1522.91 Spelling Shed, £324 Accelerated Reader & myOn (via 3-year subscription), £3843.26 RWI / Fresh Start £1755</p> <p>£7445.17 ●</p> <p>Subscription to Mathletics, £2016.00 Spelling Shed, £583.20 Accelerated Reader (via 3- year</p>	<p>Maths, spelling and reading are 3 ideas of development for pupils in school. Online learning platforms have proven to increase</p>	
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<p>subscription), £3843.26 myOn £3000 RWI / Fresh Start £1755</p> <p>£11,197.45</p>	<p>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>2022-2023: Online tutoring for children in Years 3 and 6 provided by Third Space Learning. This academic year this program will run during the school day to ensure a more consistent and higher-level of participation.</p> <p>£19320 – school pay £7728</p> <p>1:3 school led tutoring for children in years 1, 2 and 5.</p> <p>20 weeks x 3 days (60 days) @ £219.43 = £13,165.80. 40% charge to school = £5266.32 ●</p>		8
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Small group tuition £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4
 Moderate impact for low cost based on moderate evidence

<p>Continue our provision of Soundswell professional services (S&L) at Tier 3.</p> <p>£7410 ●</p>		1, 2
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Oral language interventions £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +6
 Very high impact for very low cost based on extensive evidence

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<p>Purchase of CGP books for Y5 and pupil books/ any other replacements needed for Y6</p> <p>£728.00 ●</p> <p>Purchase of CGP books for Y5 and pupil books/ any other replacements needed for Y6</p> <p>£860.20 ●</p>	<p>CGP books ensures purposeful homework is given to pupils, they meet the National Curriculum objectives and offers a scaffold / support that will enable pupils to successfully complete their SATs.</p>	
<p>Homework</p> <p>High impact for very low cost based on very limited evidence</p> <p>    </p>		

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

Budgeted cost: £ 44,197.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Subscription to Thrive Online</i></p> <ul style="list-style-type: none"> • <i>whole class screening</i> • <i>small group Thrive sessions</i> • <i>one to one Thrive sessions</i> • <i>Family Thrive</i> <p>£1500 ●</p> <p><i>4 Thrive practitioners to complete ongoing CPD units (2 per practitioner) to keep licenses valid @ £67 per unit</i></p> <p>£536 ●</p>		<p>1, 2, 3, 4, 5, 6, 7</p>

<p><i>Initial training for 5 Foundations to Effective Attendance Practice</i></p> <p>£200 ●</p> <p><i>Commission Deep Dive into attendance for Spring Term (16.02.23) by Wayne Harris (5 Foundations Founder)</i></p> <p>£700 ●</p> <p><i>1 day per week of DHT to lead attendance improvement programme.</i></p> <p>£17,400 ●</p> <p><i>1 day per week of Pastoral Lead to lead Early Help Offer.</i></p> <p>£8,600 ●</p> <p>1 day per week of DHT to lead attendance improvement programme.</p> <p>£18,068.60</p> <p>1 day per week of Pastoral Lead to lead Early Help Offer.</p> <p>£9,691.20</p> <p>Subscription to Thrive Online</p> <ul style="list-style-type: none"> • whole class screening • small group Thrive sessions • one to one Thrive sessions 	<p>Children best learn when in school. The DHT and pastoral lead support families to get children into school, offering early help support, alongside attendance initiative / strategies to enable this. Having DHT as responsible raises the profile of attendance with families.</p> <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>	
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<ul style="list-style-type: none"> Family Thrive <p>£1150 </p> <p>4 Thrive practitioners to complete ongoing CPD units (2 per practitioner) to keep licenses valid @ £72 per unit</p> <p>£576 </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> <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>	
<p>Behaviour interventions   +4</p> <p>Moderate impact for low cost based on limited evidence</p>		
<p>Parental engagement   +3</p> <p>Moderate impact for moderate cost, based on moderate evidence.</p>		
<p>Social and emotional learning   +4</p> <p>Moderate impact for moderate cost, based on extensive evidence.</p>		
<p>Introduction of the OPAL approach £5000</p> <p>Purchase of resources for OPAL £1000</p> <p>Purchase of storage equipment for OPAL equipment £8712.00</p>	<p>OPAL has several benefits, these include more teaching time due to fewer behavioural incidents; more creative and exercised children; improved behaviour; faster core skills development (resilience, cooperation and confidence for example). OPAL includes all pupils and improves the well-being and happiness of pupils.</p>	<p>4, 5, 6, 7, 8</p>
<p>Behaviour interventions   +4</p> <p>Moderate impact for low cost based on limited evidence</p>		
<p>Social and emotional learning   +4</p> <p>Moderate impact for moderate cost, based on extensive evidence.</p>		
<p>Physical activity   +1</p> <p>Low impact for very low cost based on moderate evidence</p>		

Total budgeted cost: £ 368114.30

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	2023 CFPS all	2023 CFPS disadvantaged	National 2023
KS2 SATs Reading	73% (20% GD)	68.3% (17.1% GD)	73% (29% GD)
KS2 SATs Writing	77% (9% GD)	75.6% (4.9% GD)	71% (13% GD)
KS2 SATs Maths	75% (18% GD)	78% (12.2% GD)	73% (24% GD)
KS2 SATs SPAG	77% (27% GD)	75.6% (24.4% GD)	72% (30% GD)
KS2 SATs RWM combined	61% (5% GD)	61% (2.4% GD)	59% (8% GD)
KS2 SATs Reading Progress Score	0.08	-0.28	0.04
KS2 SATs Writing Progress Score	1.94	1.73	0.05
KS2 SATs Maths Progress Score	0.51	0.42	0.04

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery 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>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

N/A
