

# 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	402
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 - 2027
Date this statement was published	31.12.2025
Date on which it will be reviewed	01.12.2026
Statement authorised by	David Williams
Pupil premium lead	Jen Hooper
Governor / Trustee lead	Naomi Jeavons Danika Heath

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£345,770
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£345,770

# 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 13<sup>th</sup> 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 through quality first teaching.
- 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 mean 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 402 pupils on roll (December 2025). It is on the same site as Rubery Nursery which is a local authority-controlled nursery and Colmers Secondary School and Sixth Form.

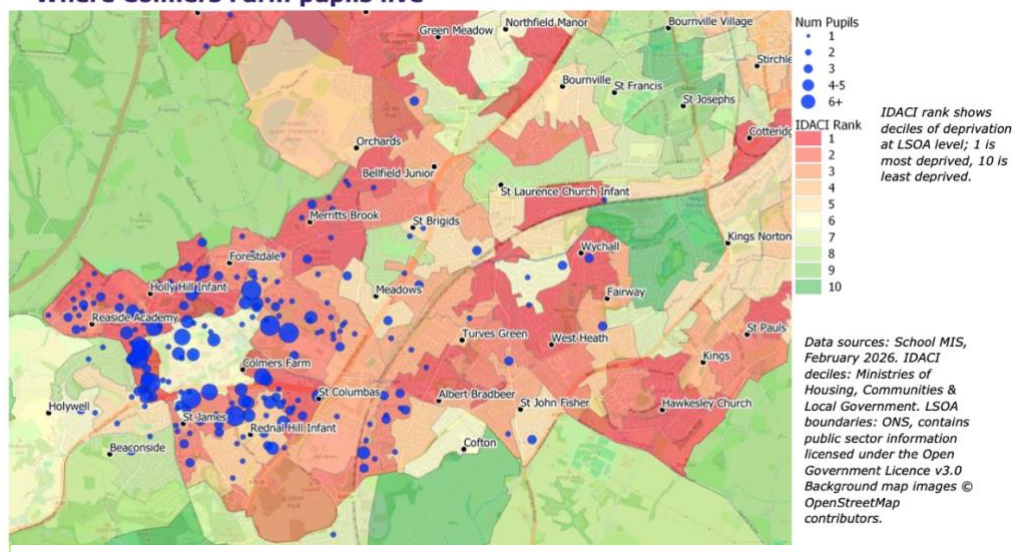
The proportion of pupils who are known to be eligible for support through the pupil premium (December 2025 - 56%) is over two times higher than that of the national average (25.7%).

Our school actively supports our local community, sign posting parents to, Frankley Plus Children's Centre, Rubery Community 'Swop' Shop and the B30 Foodbank. We also regularly collect for our local foodbank (Autumn 2025 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 (Feb 2026).

#### Where Colmers Farm pupils live



#### Deprivation (IDACI)

Decile	Description	No. Pupils	% Pupils	% Birmingham
1	10% Most Deprived	135	33%	47%
2	10% - 20%	116	29%	12%
3	20% - 30%	48	12%	11%
4	30% - 40%	32	8%	7%
5	40% - 50%	16	4%	5%
6	50% - 60%	45	11%	4%
7	60% - 70%	4	1%	3%
8	70% - 80%	7	2%	4%
9	80% - 90%	0	0%	4%
10	10% Least Deprived	0	0%	3%

Pupil Data Source: School MIS, February 2026. LSOA Data source: Ministry of Housing, Communities & Local Government, October 2025.

New IDACI rankings were published in October 2025 and present an updated picture of deprivation. There have been some methodological changes which affect the comparability of the data in this report with data presented in previous reports (see [Technical Note](#)).

Based on the new rankings, the proportion of the school's current pupils who live in 1<sup>st</sup> decile IDACI LSOAs (33%) is considerably smaller than it was in 2023 (56%) but the proportion who live in 1<sup>st</sup> or 2<sup>nd</sup> decile LSOAs has only fallen by a few percentage points to 62%.

IDACI is a measure of relative deprivation, not absolute / raw deprivation.

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. In our current Year 6, just over half of our current pupils were on roll since reception.

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 ultimately 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.
- For all children to have high aspirations for their future.

## 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 as common factors amongst many of 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 achieve at least national average reading levels by the end of Year 6.	Consistently achieve at least national average score in KS2 reading by 2027
For disadvantaged pupils to achieve at least national average writing levels by the end of Year 6.	Consistently achieve at least national average score in KS2 writing by 2027

For disadvantaged pupils to achieve at least national average maths levels by the end of Year 6.	Consistently achieve at least national average score in KS2 maths by 2027
For disadvantaged pupils to exceed national average attainment in Read, Write Inc. (phonics) from their starting points.	Consistently achieve national average expected standard in PSC by 2027
Disadvantaged children's school attendance exceeds or is at least in line with all children nationally (2024-25 Primary 94.8%)	Children achieve a minimum of 94.8% 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:


2024 – 2025 activity: £ 338,920.00

RAG rating:  achieved  partially achieved  did not achieve

2025 – 2026 planned activity: £345,770.00

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £235,091.92

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>£68,680 </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</p>	1, 3, 5

<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>£68,650</p> <p>UPS3 teacher employed as a specialist art and design technology teacher.</p>	<p>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><b>Arts participation</b></p> <p>Moderate impact for very low cost based on moderate evidence</p> <div> <span>£</span> <span>£</span> <span>£</span> <span>£</span> <span>£</span> <span>🔒</span> <span>🔒</span> <span>🔒</span> <span>🔒</span> <span>🔒</span> <span>+3</span> </div>		
<p><b>Parental engagement</b></p> <p>Moderate impact for very low cost based on extensive evidence.</p> <div> <span>£</span> <span>£</span> <span>£</span> <span>£</span> <span>£</span> <span>🔒</span> <span>🔒</span> <span>🔒</span> <span>🔒</span> <span>🔒</span> <span>+4</span> </div>		
<p>Embed enhanced provision and participation in physical education led by specialist sports coach delivering lessons, after school clubs and inter-school competitions.</p> <p>£31,355 ●</p> <p>Sports coach employed as a specialist PE teacher.</p> <p>Embed enhanced provision and participation in physical education led by specialist sports coach delivering lessons, after school clubs and inter-school competitions.</p> <p>£31,600</p> <p>Sports coach employed as a specialist PE teacher.</p>	<p>Provide enhanced opportunities and experiences for pupils.</p> <p>“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... Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not</p>	<p>4, 6</p>

	otherwise be available to them.”	
<b>Physical activity</b> Low impact for very low cost based on moderate evidence <div>    </div>		
<p>Use teaching assistants to enhance the academic provision in school by supporting learners in class and providing small group interventions, including RWI.</p> <p><b>£131,186.10</b> ●</p> <p>Use teaching assistants to enhance the academic provision in school by supporting learners in class and providing small group interventions, including RWI.</p> <p>£132,500.00</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 receive small group support and catch-up.</p>	<p>1, 2</p>
<b>Small group tuition</b> Moderate impact for moderate cost, based on limited evidence. <div>    </div>		
<b>Teaching Assistant Interventions</b> Moderate impact for moderate cost based on moderate evidence. <div>    </div>		
<b>Phonics</b> High impact for very low cost based on very extensive evidence. <div>    </div>		
<p>Continue subscription of 'now&gt;press&gt;play'</p> <p><b>£2341.92</b> ●</p> <p>Continue subscription of 'now&gt;press&gt;play'</p> <p>£2341.92</p>	<p>Curriculum enhancements and the enrichment of the curriculum through the audio drama immersion aims to enthuse learners, bringing topics to life.</p> <p>“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-</p>	<p>2,3</p>

	being have also consistently been reported.” EEF	
<b>Arts participation</b> Moderate impact for very low cost based on moderate evidence <div> <div>£ £ £ £ £</div> <div>🔒 🔒 🔒 🔒 🔒</div> <div>+3</div> </div>		

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

Budgeted cost: £12,601.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of books to replenish lost and damaged books and to enhance provision</p> <p>£2000 ●</p> <p>Purchase of books to replenish lost and damaged books and to enhance provision</p> <p>£3000</p>	<p>The replenishing of resources helps to ensure that 1:1 tuition and phonics sessions can be delivered effectively, both of which have a proven impact on achievement.</p>	<p>1, 2, 5</p>
<b>One to one tuition</b> Moderate impact for high cost, based on extensive evidence. <div> <div>£ £ £ £ £</div> <div>🔒 🔒 🔒 🔒 🔒</div> <div>+5</div> </div>		
<b>Phonics</b> High impact for very low cost based on very extensive evidence <div> <div>£ £ £ £ £</div> <div>🔒 🔒 🔒 🔒 🔒</div> <div>+5</div> </div>		
<p>Subscription to Mathletics, £1680</p> <p>Spelling Shed, £486</p> <p>Accelerated Reader (via 3-year subscription) £3843.26</p> <p>Test Base, £295</p> <p>Times Table Rockstars, £182.50</p> <p>RWI / Fresh Start £1755 ●</p>	<p>Maths, spelling and reading are 3 area of development for pupils in school. Online learning platforms have proven to increase participation in homework.</p>	<p>2,3</p>















<p>Subscription to Mathletics, £1620 Spelling Shed, £648 Accelerated Reader (via 3- year subscription),£2487 Test Base, £295 Times Table Rockstars, £182.50 RWI / Fresh Start £1755</p>		
<p><b>Homework</b></p> <p>High impact for very low cost based on very limited evidence.</p>	<p>£ £ £ £ £</p> <p>🔒 🔒 🔒 🔒 🔒</p>	<p>+5</p>
<p><b>Individualised instruction</b></p> <p>Moderate impact for very low cost based on limited evidence.</p>	<p>£ £ £ £ £</p> <p>🔒 🔒 🔒 🔒 🔒</p>	<p>+4</p>
<p><b>Parental engagement</b></p> <p>Moderate impact for very low cost based on extensive evidence.</p>	<p>£ £ £ £ £</p> <p>🔒 🔒 🔒 🔒 🔒</p>	<p>+4</p>
<p>Purchase of CGP books for Y5 and pupil books/ any other replacements needed for Y6 £1172.75 ●</p> <p>Purchase of CGP books for Y5 and pupil books/ any other replacements needed for Y6 £2614.25</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>2,5,6</p>
<p><b>Homework</b></p> <p>High impact for very low cost based on very limited evidence</p>	<p>£ £ £ £ £</p> <p>🔒 🔒 🔒 🔒 🔒</p>	<p>+5</p>
<p><b>Parental engagement</b></p> <p>Moderate impact for very low cost based on extensive evidence.</p>	<p>£ £ £ £ £</p> <p>🔒 🔒 🔒 🔒 🔒</p>	<p>+4</p>

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

Budgeted cost: £98,076.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1 day per week of DHT to lead attendance improvement programme.</p> <p>£20784 ●</p> <p>1 day per week of Office Manager to run attendance improvement programme.</p> <p>£6847.60 ●</p> <p>2 days per week of Pastoral Lead to lead Early Help Offer.</p> <p>£20380 ●</p> <p>Subscription to Thrive Online</p> <ul style="list-style-type: none"> <li>• whole class screening</li> <li>• small group Thrive sessions</li> <li>• one to one Thrive sessions</li> <li>• Family Thrive</li> </ul> <p>£1274.10 ●</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>Nest Team employed to provide SEMH support for</p>	<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> <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>1, 2, 3, 4, 5, 6, 7</p>

<p>pupils to ensure engagement in learning</p> <p>0.5 – for 2 x Behaviour Support TAs</p> <p>£26158 ●</p> <p>1 day per week of DHT to lead attendance improvement programme.</p> <p>£20785</p> <p>1 day per week of Office Manager to run attendance improvement programme.</p> <p>£6,847.83</p> <p>2 days per week of Pastoral Lead to lead Early Help Offer.</p> <p>£19880</p> <p>Subscription to Thrive Online</p> <ul style="list-style-type: none"> <li>• whole class screening</li> <li>• small group Thrive sessions</li> <li>• one to one Thrive sessions</li> <li>• Family Thrive</li> </ul> <p>£1150</p> <p>Nest Team employed to provide SEMH support for pupils to ensure engagement in learning</p> <p>0.5 – for 2 x Behaviour Support TAs</p> <p>£28,063</p>		
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<b>Behaviour interventions</b> Moderate impact for low cost based on limited evidence			 	+4
<b>Parental engagement</b> Moderate impact for very low cost based on extensive evidence.			 	+4
<b>Social and emotional learning</b> Moderate impact for very low cost based on very limited evidence.			 	+4
<b>Mentoring</b> Low impact for moderate cost based on moderate evidence.			 	+2
1 day per week of AHT to lead OPAL programme.  £15796.80  Purchase of resources for OPAL £1000  1 day per week of AHT to lead OPAL programme.  £16300.50  Purchase of resources for OPAL £1500	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.	4, 5, 6, 7, 8		
<b>Behaviour interventions</b> Moderate impact for low cost based on limited evidence			 	+4
<b>Social and emotional learning</b> Moderate impact for very low cost based on very limited evidence.			 	+4
<b>Physical activity</b> Low impact for very low cost based on moderate evidence			 	+1
Re-accreditation of the Wellbeing Award for Schools  £3250.00  Re-accreditation of the Wellbeing Award for Schools  £3550.00	“How pupils behave can often stem from how they are feeling about themselves emotionally. The WAS specifically helps improve pupil behaviour in the following ways: Better self-regulation - pupils now have the skills to self-regulate, leading to reduced anger incidents and frustrated behaviour. • Fewer exclusions (particularly in primary schools) • A generally calmer environment.”	2, 6, 7		

	<i>The Wellbeing Award for Schools Impact, Best Practice and What Works October 2019</i>	
<b>Social and emotional learning</b>  Moderate impact for very low cost based on very limited evidence.	 	

**Total budgeted cost: £345,770.00**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

	2024 CFPS all	2024 CFPS disadvantaged	National 2024
KS2 SATs Reading	69% (17.2% GD)	71.4% (21.4% GD)	74.2% (28.5% GD)
KS2 SATs Writing	70.7% (5.2% GD)	71.4% (7.1% GD)	71.7% (12.9% GD)
KS2 SATs Maths	50% (15.5% GD)	42.9% (10.7% GD)	73.1% (23.8% GD)
KS2 SATs SPAG	65.5% (19% GD)	64.3% (7.1% GD)	72.2% (31.9% GD)
KS2 SATs RWM combined	43.1% (3.4% GD)	32.1% (3.6% GD)	60.5% (7.6% GD)

### 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)

*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**

**The impact of that spending on service pupil premium eligible pupils**

**Further information (optional)**

N/A
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