

Pupil premium strategy statement

School overview

Metric	Data
School name	Colmers Farm Primary School
Pupils in school	400
Proportion of disadvantaged pupils	58%
Pupil premium allocation this academic year	£334,232
Academic year or years covered by statement	2020-2023
Publish date	March 2021
Review date	July 2021
Statement authorised by	David Williams
Pupil premium lead	Sanjit Duggal
Governor lead	

Disadvantaged pupil progress scores for last academic year (data from Spring term due to Covid-19)

Measure	% at expected standard at KS2	% at high standard at KS2
Reading	50%	20.8%
Writing	58.3%	8.3%
Maths	58.3%	0%

Disadvantaged pupil performance overview for last academic year (data from Spring term due to Covid-19)

Measure	Score
Meeting expected standard at KS2	50%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress in Reading	Achieve at least national average score in KS2 reading.	July 2023
Progress in Writing	Achieve at least national average score in KS2 writing.	July 2023
Progress in Mathematics	Achieve at least national average score in KS2 maths.	July 2023
Phonics	Achieve national average expected standard in PSC	July 2023
Other	Improve attendance of disadvantaged to national average	July 2023

Teaching priorities for current academic year

Measure	Activity
Priority 1	<p>To raise the quality of teaching in all year groups through:</p> <ul style="list-style-type: none"> • bespoke CPD (including RWInc training). • professional growth targets linked to 'Quality First Teaching'. • develop the use of IRIS to support the coaching ethos in school, which allows teachers to seek support and improve their teaching practice. • leadership monitoring to support teaching and learning. • using teaching assistants to deliver 'Catch-up' interventions. • prioritising the maths' curriculum to focus on key concepts in each year group. • redesigning the curriculum so there is clear focus art and design and technology projects and their outcomes. • developing subject leaders through coaching and CPD.

	<ul style="list-style-type: none"> • coaching of individual teachers through regular drop-ins with clear focuses. • focused additional support for all children in EYFS.
Priority 2	<p>To use oracy to improve the language and vocabulary in all subjects through:</p> <ul style="list-style-type: none"> • access to Voice 21 resources. • regular CPD. • leadership focus on developing the use of language and vocabulary in all subjects. • teachers providing children with a vocabulary rich environment and the application of language across the curriculum. • use of WellComm and NELI to target specific speech and language needs.
Barriers to learning these priorities address	Poor language and vocabulary development.
Projected spending	£140,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>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.</p> <ul style="list-style-type: none"> • All staff to be aware of children who are eligible from Pupil Premium funding. • All staff to use Assessment for Learning strategies to provide timely support. This includes the development of feedback. • All staff to track the progress of Pupil Premium Grant eligible children by using summative and formative assessments. • Leadership and teaching staff to use pupil progress meetings to track progress of children who are eligible for Pupil Premium funding. This will inform teaching staff of next steps and relevant interventions that need to be implemented in the timetable. • Teachers to deploy teaching assistants to have maximum impact on learning. For example: teaching assistants to deliver 'Catch-up'

	<p>interventions in the afternoon (with a focus on PP children).</p> <ul style="list-style-type: none"> • Mastery learning approach so that learning contents are broken down into units with specific objectives. Regular use of assessment may identify children who require further support in the form of small group discussions, peer support, homework, and interventions. • Reducing class size in some year groups so the amount of time teachers spends with children is increased. • Appropriate differentiation of tasks so that all children can access the learning. • Implement high quality teaching as part of the Graduated Approach by teachers (SEND Code of Practice, 2015).
Priority 2	To improve the reading fluency of Year 5, including disadvantaged children
Barriers to learning these priorities address	<p>Effective use of data to identify underachieving groups.</p> <p>Effective use of teachers to lead intervention groups (EYFS, Year 2 and Year 6).</p> <p>Poor language and vocabulary development.</p>
Projected spending	£100,000

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Improve attendance and readiness to learn for the most disadvantaged pupils by:</p> <ul style="list-style-type: none"> • allocating places in 'Breakfast club' (Covid-19 dependent). • attendance tracking and monitoring. • pastoral team supporting during unstructured times (break and lunch time). • celebrating and rewarding attendance. • using the pastoral team (1 SLT, 1 manager, 2 teaching assistants) to address barriers to learning using Thrive to promote the mental health and well-being of children. Supporting school staff with how to respond to differing and distressed behaviour through knowledge and resources..

	<ul style="list-style-type: none"> coaching children to use self-regulation strategies to enable them to manage their own motivations towards learning.
Priority 2	<p>Increase opportunities for pupil to raise their cultural capital that will raise aspiration and provide life experiences by:</p> <ul style="list-style-type: none"> annual visits to places of worship. visits to local landmarks, such as Birmingham Symphony Hall. visits from guest speakers, such as PC Rob Pedley and Houses of Parliament members. competing in sports competitions. taking part in an Art Exhibition. introducing the SAGE award in Key Stage 2 and celebrating achievements by serving the community, aiming for higher things, getting active and exploring the arts.
Barriers to learning these priorities address	<p>Attendance and readiness to learning.</p> <p>Lack of a healthy breakfast impacts on ability to focus and concentrate.</p> <p>Lack of opportunity for life experiences (visits and visitors).</p>
Projected spending	£90,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff professional development.	Use of INSET days and additional cover being provided by teaching assistants. Self-directed training time.
Targeted support	Teachers will need to ensure children's gaps in learning are easily identified and targeted so provision can be implemented quickly	Teachers will be using O-Track to assess children. Senior leaders will track and monitor the impact of interventions. Subject leaders and SENDCo to support during PPA sessions and deliver open lessons (recorded via IRIS).
Wider strategies	Engaging the families facing most challenges	Working closely with the community and other local schools to ensure children and families are supported through

		transitional period (through the use of Thrive, Mental Health Support Team and Birmingham Early Help to help support the school community).
--	--	---

Review: last year's aims and outcomes

Aim	Outcome
<p>To improve the outcomes of disadvantaged pupils.</p>	<p><u>KS1 data from spring term:</u></p> <ul style="list-style-type: none"> • Reading ARE 60% Above ARE 14% (National 2018/19 ARE 60% Above ARE 14%) <p>Pupil Premium eligible children were in line with or exceeding the national average for disadvantaged children.</p> <ul style="list-style-type: none"> • Writing ARE 53% Above ARE 3.3% (National 2018/19 ARE 53% Above ARE 7%) <p>Pupil Premium eligible children were in line with ARE national average and on track to meet Above ARE average for disadvantaged children.</p> <ul style="list-style-type: none"> • Maths ARE 60% Above ARE 16.7% (National 2018/19 ARE 61% Above ARE 11%) <p>Pupil Premium eligible children were on track to meet ARE national average and exceeding Above ARE average for disadvantaged children.</p> <p><u>KS2 data from spring term:</u></p> <ul style="list-style-type: none"> • Reading ARE 50% Above ARE 20.8% (National 2018/19 ARE 62% Above ARE 14%) <p>Pupil Premium eligible children were on track to meet ARE and Above ARE national average for disadvantaged children.</p> <ul style="list-style-type: none"> • Writing ARE 58.3% Above ARE 8.3% (National 2018/19 ARE 55% Above ARE 7%) <p>Pupil Premium eligible children were exceeding the national average for disadvantaged children.</p>

	<ul style="list-style-type: none"> • Maths ARE 58.3% Above ARE 0% (National 2018/19 ARE 62% Above ARE 12%) <p>Pupil Premium eligible children were exceeding ARE national average for disadvantaged children.</p>
To improve the cultural capital of disadvantaged pupils.	Due to Covid-19 restrictions and limitations, most planned opportunities, visits, and visitors were cancelled.
To raise the quality of teaching for all children, including those eligible for Pupil Premium.	Monitoring showed that there was good practise in most year groups leading to better outcomes for Pupil Premium grant eligible children.
Ensure all staff are providing children with a vocabulary rich environment.	<p>Leadership worked closely with Voice 21 schools to review the use of Oracy in the classroom.</p> <p>Oracy is used across the curriculum and most children are using hand signals and sentence stems to discuss their ideas.</p>
To ensure teaching strategies are embedded across the school (including Teaching for Mastery Maths, Talk 4 Writing and Read, Write Inc. Phonics).	<p>Montgomery Primary School T4W trainers delivered an INSET to all teaching staff to support their understanding of the three processes: imitation, innovation and invention.</p> <p>Subject knowledge enhancement courses were attended by staff in the autumn term. Due to Covid-19 restrictions and limitations, maths' SKEs have been rescheduled for academic year of 2020-2021.</p> <p>Further SKEs have been scheduled to support the 'Catch-up' publication by the DfE post Covid-19.</p>
To improve the reading fluency of Year 5, including disadvantaged children.	All children who took part in the intervention made at least 9 months progress.
Ensure children are coached through difficult situation that prevent unwanted behaviour.	There was an improvement in confidence and self-esteem. This allowed children to have a greater sense of belonging by consistently rewarding with hot chocolate Fridays, governor and head teacher award assemblies, celebration certificates and stars of the week.
Ensure that pupils start the day with a good breakfast.	Five members of staff provided children with breakfast and learning opportunities

	<p>(access to the internet and other resources) at the start of the day.</p> <p>During the start of the spring term, year 6 children also attended breakfast club to support their focus and learning in the lead up to SATs.</p>
--	---