



Collingwood Primary School

Pupil Premium Strategy Statement 2024 - 2027

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Collingwood Primary
Number of pupils in school	329 – including Nursery 305 – without Nursery
Proportion (%) of pupil premium eligible pupils	181/329 60%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	December 2024
Date of review	Autumn 2025

Statement authorised by	Governing Body – Resources Committee
Pupil premium lead	S Grant
Governor / Trustee lead	H Cooper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£262,300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total Funding for this academic year	£262,300

Part A: Pupil premium strategy plan

Statement of intent

We have high expectations for all of our pupils and we intend for all of our pupils from disadvantaged backgrounds to leave Collingwood as confident, healthy, well-adjusted individuals with a positive attitude towards diversity and a sense of pride in their achievements, believing in themselves and our school vision:

“We’re here to learn and never give up, respect and friendship bring us luck. Think big, look far and make the best of who you are!”

Quality first teaching is at the heart of our approach. This emphasises high quality, inclusive teaching for all pupils irrespective of their background. Through regular monitoring of teaching and learning and data analysis, we are able to identify areas in which our disadvantaged children require the most support.

At Collingwood our pupils from disadvantaged backgrounds (in receipt of Pupil Premium funding) make up 60 % of our total number of pupils. We also cater for a high number of pupils who are not eligible for pupil premium funding but who’s families could be categorised in the ‘Just about Managing’ group because they are on low incomes. Many of these children have additional barriers to learning including a high prevalence of Welfare Issues and Special Educational Needs.

We intend that our disadvantaged pupils become fluent readers who enjoy reading for pleasure and are also competent in all aspects of reading for learning. Our children will write to express their views coherently, solve mathematical problems with confidence, gain wider knowledge of the world around them through a carefully constructed curriculum and a wide range of real-life experiences. They will be given many opportunities to compete in a team, to develop interests through extra-curricular clubs and to play a musical instrument.

We expect and encourage our pupils from disadvantaged backgrounds to have similar aspirations to those of their other peers. We ensure that each child will have been afforded many chances to experience success and to gain individual recognition during their time at Collingwood, standing them in good stead for making a positive contribution during their time at High School and beyond.

Challenges

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

Challenge number	Detail of challenge
1	School Context of Deprivation: Our school context of deprivation means that there are a large number of families facing social and economic challenge. Our school deprivation indicator (IDACI) is decile 2. 79% of our pupils (262 pupils) live in decile 1 and 2 areas and 139 of these are also pupil premium. On average, 60% of each year group are disadvantaged pupil premium.
2	Poor levels of stimulation and support for learning at home for many of our disadvantaged children means that they start school with poor language skills and progress across the curriculum is slow and aspirations are low. Entry assessments show that early Communication and Language skills are low. In Sept 2023 25% of the current Nursery cohort were referred for Speech and Language support and 68% of the cohort were not on target in the Prime areas. Tracking information indicates that additional intervention is required so that PP children make the same progress as their peers.
3	Attendance and punctuality rates are poor for a small number of our disadvantaged children which compounds difficulties with attainment. There is a gap between PP and non-PP for persistent absence rates. 79% of our persistently absent children are PP
4	32% of disadvantaged pupils currently have identified special educational needs and 25% of disadvantaged pupils currently have welfare support (CP/CIN/EH/School Nurse). Many of our families need support from school to help them address their needs and to support their children's learning.
5	Many of our disadvantaged children have fewer wider experiences than their peers, for a range of reasons. Family finances may make trips, experiences and opportunities less available to our disadvantaged children, than to others in school. Family finances are under increasing strain as utility bills and other costs keep rising as the 'cost of living crisis' continues and takes an ever firmer hold.
6	<p>Although our actions as a school have already had a positive impact, we do not underestimate the negative impact COVID had on our most vulnerable pupils. Not only did they miss quality first teaching during COVID, but also any interventions. Furthermore, there was a significant gap in the level of support children received at home during extended periods of lockdown, despite our best efforts and the children who attended throughout periods of lockdown.</p> <p>Our current Y4 children were in N/R during the two significant lock downs, with bubble closures on top of those lengthy lockdowns. Through ongoing communication between leaders, school Family Worker and our families, we recognise that the mental health and well-being of some of our disadvantaged children was impacted by isolation and school closures. Although we feel we have worked hard since the end of COVID, we know that for some children, the ongoing impact on them still requires support, despite our best efforts.</p>

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
<p>1. Through appropriate intervention/adaptions/Quality First Teaching, disadvantaged pupils, who do not have a cognitive SEND need, will make progress from their starting points which matches or exceeds their non-disadvantaged peers For more able disadvantaged pupils to make good progress based on their higher starting points and attain Greater Depth levels in reading, writing and maths</p>	<p>A greater proportion of disadvantaged pupils, who do not have a cognitive SEND need, will reach age-related expectations in reading, writing, maths, phonics and times tables. A higher number of advantaged pupils, who have gaps in their learning due to the pandemic, will have caught up with their peers. Those who have a SEND need will make at least expected progress from their individual starting points All disadvantaged pupils, who are working above age-related expectations, will attain Greater Depth in reading, writing and maths by the end of key stage 2 Targeted interventions in place for PP children with SEND which supports children to access the curriculum and make good progress.</p>
<p>2. To provide rich educational experiences and opportunities for disadvantaged pupils through the day-to-day curriculum, extra-curricular activities and educational visits</p>	<p>All disadvantaged children will be given the opportunity to attend at least one free after school club per term All disadvantaged children will have the opportunity to attend Breakfast club every day at school All disadvantaged children will participate in all day educational visits All disadvantaged children will be offered a significant discount to encourage them to participate in school residential visits; a greater percentage of them will attend All disadvantaged children will be given the opportunity to attend free extra-curricular music tuition sessions with free transport provided All school competitive sports teams will be comprised of a greater proportion of our disadvantaged children</p>
<p>3. Secure quality first teaching for all disadvantaged pupils in EYFS to raise attainment in communication and language</p>	<p>Early assessments and identification of communication and language difficulties informs appropriate high quality targeted provision resulting in outcomes in the early years % of PP children achieving the GLD is broadly in line with their non PP peers.</p>

<p>4. Disadvantaged children, including their families, will be provided with exceptional care, guidance and support throughout their time at Collingwood and will have increased confidence to seek out advice and support in order to improve their lives</p>	<p>High quality guidance provided by the school signposts vulnerable families to outside agencies and supports with improving parent relationships with the school. Attendance advisory support, foodbank support, early help, school nurse, school family worker etc are embedded for PP families and support them to make more positive contributions to the school community. Parents of PP pupils engage more fully in whole school activities, including workshops.</p>
<p>5. Narrow the gap in attendance between disadvantaged pupils and non-disadvantaged pupils. PP children who are persistently late are significantly reduced.</p>	<p>Pupil premium attendance improves with a reduction in the % of persistent absence/lateness for all pupils, but particularly the disadvantaged group. Targeted support in place for individuals and families who have poor attendance or are at risk from poor attendance.</p>
<p>6. Children have a wider variety of strategies and skills for dealing with their emotions and anxieties leading to positive health and well-being.</p>	<p>In house Thrive progress data shows movement in development strands for pupils. Children report feeling happy, safe and secure, and that all children are supported socially and emotionally. The wellbeing and mental health of disadvantaged children will be stable and children will have strategies that they can use to help them to maintain their own happiness throughout life. Cpoms tracking highlights fewer negative behaviours and suspensions.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £101,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra teacher in year 6 to reduce class sizes	<ul style="list-style-type: none">● Access to quality first teaching - EFF● Opportunity to ensure all children are secondary ready - DFE	1, 3, 4,5
Extra teacher in year 4 to reduce class sizes	<ul style="list-style-type: none">● Access to quality first teaching – EFF● Ensure behaviour for learning is good – EFF Impact +4 months	1, 3, 4,5
Teaching Assistant extra support in classes across school in morning sessions	<ul style="list-style-type: none">● Access to quality first teaching – EFF Feedback Impact of +6 months● Individualised Instruction and Teaching Assistant Interventions – EFF Impact of +4 months	1, 3, 4, 5, 6
Bespoke training packages delivered by LA on the teaching of writing, EYFS curriculum and phonics. To ensure staff continue to have the most up to date knowledge and understanding of how best to support the children in their class	<ul style="list-style-type: none">● Research shows that high quality CPD for teachers has a significant effect on pupils' learning outcomes● Embedding improvements in the teaching of writing with support from LA experts● Launchpad For Literacy has shown to be a tool to identify and close the gaps within language and literacy.● RWI membership and on-line training – DFE● Support and training from NTC for EYFS staff; Foundations for Learning and Quality Interactions	1, 3, 4, 5, 6
Contribution towards IT programmes providing support for teaching – Espresso/	<ul style="list-style-type: none">● Children are able to access programmes at home to support learning in school - EFF	1, 2, 4, 5

Purple Mash/Times Tables Rock Stars/ Mathletics/ Spellingshed	<ul style="list-style-type: none"> Teachers have access to quality resources to support learning in the classroom - EEF 	
Continued purchase of White Rose to deliver the Maths curriculum in line with DfE guidance and WRM best practice. High quality planning and resourcing.	<ul style="list-style-type: none"> DfE non-statutory guidance has been produced in line with the NCTEM drawing on evidence-based approaches. This enables us to deliver a consistent approach to WRM; with mastery learning and high quality feedback – EEF Feedback impact +6 months 	1, 2, 4, 5
Ongoing purchase of assessment packages to provide diagnostic tools and aid planning for learning	<ul style="list-style-type: none"> YARC – assessment for reading intervention programme to ensure accurate teaching – recommended by LA advisors Test Base Assessments for Maths, Reading and Science from years 1 to 6 – bespoke assessments to ensure relevant data available to plan teaching NFER - whole school reading assessments 	1, 2, 4, 5

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

Budgeted cost: £65,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 specific intervention programmes in afternoon sessions on withdrawal basis - rolling programme School led tutoring funding allocated to RWI interventions BRP BLAST	<ul style="list-style-type: none"> Due to rolling programme, children continue to have access to a rich, varied curriculum as they don't miss the same session each week – EEF EEF says there is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. Evidence shows that extensive individualised or small group tuition is highly effective. EEF research Communication and Language Approaches Impact +7 months 	1, 2, 3

Teaching Assistant intervention programmes across school in afternoon sessions on withdrawal basis -rolling programme	<ul style="list-style-type: none"> ● Close the gaps writing intervention - FFT ● First Day response interventions based on morning sessions in maths and English - EEF ● Catch-up reading sessions – EEF ● EEF research states “...interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school” 	1, 2, 3
Catch-up and Booster after school programmes	<ul style="list-style-type: none"> ● School based action research – after school booster sessions in Spring Term makes significant contribution to increasing attainment in Reading and Maths – SATs results last 4 years 	1, 2, 3
Contribution towards IT intervention programmes which children can also access at home	<ul style="list-style-type: none"> ● Reading Plus/Mathletics/ Times Tables Rock Stars/ Phonics Play/ Teach your Monster to Read/ Spelling Shed – reinforcement games support retention of skills and knowledge – parent and pupil positive feedback 	1, 2, 3
The provision of Chrome books to disadvantaged children and their families, enabling disadvantaged children to engage more fully with remote learning and online learning systems to support their day to day teaching	<ul style="list-style-type: none"> ● Children who need it are supported outside of school to ensure that they can access highly effective online learning systems without excuse 	1, 2, 3
Targeted access to focused ‘more able’ provision days for writing, maths and science	<ul style="list-style-type: none"> ● Opportunities to thrive in a small group, high aspiration led activity days with other children who are more able, to raise aspirations and confidence 	1, 2, 3

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

Budgeted cost: £94,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-based Family Support Worker to provide support for children with welfare	<ul style="list-style-type: none"> ● Positive outcomes for children – case studies 	4, 5, 6

issues – undertake home visits and run Early Help Plans.	<ul style="list-style-type: none"> ● Improved attendance data for persistent absenteeism ● Improvement in engagement in children’s learning for parents – case studies 	
My School Nurse – 1 session per week in school to work with children and parents on a range of medical and social, emotional and mental health issues.	<ul style="list-style-type: none"> ● Highly trained and skilled professional service – positive outcomes for children – case studies ● Improvement in engagement in children’s learning for parents – case studies 	4, 5, 6
Attendance incentives- prizes	<ul style="list-style-type: none"> ● Positive approach – attendance data 	4, 5, 6
Financial support for educational visits, after school activities, HAF provision, visitors to school and residential visits	<ul style="list-style-type: none"> ● No charge is made for visitors to school or day visits so all children can attend – visit data/ pupil voice ● Significantly reduced charge for residential visits so possible for children to participate in outdoor and adventurous activities – EEF ● Free HAF camps at Christmas, Easter and Summer ● Enrichment opportunities exist for children across a range of areas - EEF ● Children are able to pursue areas of interest and to make social connections with peers – Nuffield Foundation ● Children learn to make choices and commitments – EEF ● Positive impact on health and wellbeing – EEF ● Children are able to pursue interests and social situations out of term-time 	4, 5, 6
Free Breakfast Club	<ul style="list-style-type: none"> ● A healthy and nutritious breakfast is provided - EEF ● Children arrive at school on time, well regulated and are not hungry ● Children experience a positive start to their day so are able to focus on learning ● Parents are supported by being able to gain employment and save money on child-care 	4, 5, 6

	<ul style="list-style-type: none"> ● Bagels are available for children throughout the morning so that they are not hungry and can focus on learning – EEF/ DFE 	
Training kept up-to-date for safeguarding leads	<ul style="list-style-type: none"> ● School will have five designated safeguarding officers to support children with welfare issues 	4, 5, 6
Music enrichment. Free musical instrument lessons to be provided at a local venue with free transport provided and opportunity to play a musical instrument available in school for year 5/6 pupils	<ul style="list-style-type: none"> ● Music in school positively impacts all children, and particularly those from disadvantaged backgrounds, in many ways. It enhances their social skills, offers the opportunities to perform and develop self confidence, improves mental well-being and can positively impact academic performance. EEF Arts participation Impact +3 months ● The importance of learning an instrument - DFE 	4, 5, 6
Contribution towards developing outdoor learning opportunities	<ul style="list-style-type: none"> ● Positive impact on health and wellbeing - EEF ● Learning increases as generalised to different contexts – EYFS Development Matters 	4, 5, 6
Contribution to positive behaviour and reading incentives - prizes	<ul style="list-style-type: none"> ● Children and parents feel motivated to take part in home reading - EEF ● Positive approach improves engagement in learning - EEF 	4, 5, 6

Total budgeted cost: £ 261,740

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 2023 to 2024 academic year.

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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
Read Write Inc	Ruth Miskin Read Write Inc
Thrive	Thrive online
Launchpad for Literacy	North Tyneside LA
BR@P	