



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	340 313 – (Reception to Year 6)
Proportion (%) of pupil premium eligible pupils	202/340 60%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	December 2025
Date of review	Autumn 2026

Statement authorised by	Governing Body – Resources Committee
Pupil premium lead	S Grant
Governor / Trustee lead	K O'Hare

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£260,820
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total Funding for this academic year	£260,820

Part A: Pupil premium strategy plan

Statement of intent

Our School Values: "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!"

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: As research continues to evidence, disadvantaged pupils have been worst affected by the impact of the COVID pandemic, our pupil premium strategy is designed to diminish attainment difference between our disadvantaged pupils and their non-disadvantaged peers. This is not new and has always been our aim.

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. Many of these children have additional barriers to learning including Special Educational Needs and targeted family support.

At Collingwood our pupils from disadvantaged backgrounds (in receipt of Pupil Premium funding) make up 60 % of our total number of pupils. We appreciate that how we target our pupil premium spending can benefit all pupils and not solely those in receipt of pupil premium funding. All pupil groups must be educated with opportunities and experiences to facilitate achievement of full potential.

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, and to access a wide variety of experiences across the curriculum including sport, the Arts, cultural/heritage visits and residential.

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	<p>SEMH</p> <p>Our school is in an area of significant deprivation with 77% (252 of our pupils) living in the 20% most deprived families nationally and on average, 60% of each year group are disadvantaged pupil premium. A significant and increasing number of pupils have complex and challenging home lives with the involvement of additional services to support family functioning. Increasingly school is the first port of call for parents and families seeking support. It is a priority that our pupils are ready to learn and that we work hard to support pupil mental health to ensure that it is not a barrier to pupil learning and development. School plays a very strong social care role and relationships between adults in school and pupils are pivotal to ensure pupils are happy, feel safe in school and can maintain school standards. Pupil wellbeing is at the very heart of all we do in school.</p>
2	<p>Communication is the foundation for pupil development and early language development provides building blocks for reading and educational progress. Under-developed language and communication skills on entry require additional speech and language support that continue to be addressed further up the school in KS1 and KS2.</p>
3	<p>Pupils need to be in school and on time to maximise access to learning. We have a number of persistent absence families all of whom have the support of additional services and are in receipt of Pupil premium. We work very closely with families to support school attendance and punctuality. We communicate with pupils and families to ensure that all are clear of the importance of attending school and being on time and that this is a life skill. There is a gap between PP and non-PP for persistent absence rates.</p>
4	<p>36% 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.</p>
5	<p>Some disadvantaged pupils are affected by wider family circumstances, relationships and the impact of Covid 19, which then impacts on their development. Parents strive to support their children but some report lacking in confidence to offer the correct support both academically and with valuable life skills.</p>
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.</p>

	<p>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 Year 5 children were in Nursery and Reception 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>
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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
1. To strengthen pupil SEMH to ensure that it is not a barrier to learning; ensuring children have strategies and skills for dealing with their emotions and anxieties leading to positive health and well-being.	<p>Positive Pupil and Parent questionnaire results regarding children feeling safe in school and having someone to talk to.</p> <p>Children report feeling happy, safe and secure, and that all children are supported socially and emotionally</p> <p>Enrichment experiences - visits, visitors and projects across all curriculum subjects with impact</p> <p>Strong PE offer including adventurous activity programme and bowling team competitions</p> <p>High take up of after school clubs free of charge</p> <p>Opportunities to offer parental involvement and engagement activities with a strong take up from parents</p> <p>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</p> <p>Cpoms tracking highlights fewer negative behaviours and suspensions</p> <p>SEND parent coffee afternoons well attended</p> <p>Continued implementation and monitored impact of Thrive, nurture programme and Sensory Room/Thrive Hive usage in school</p>

	<p>Partner School for the Connect Education Mental Health Team with monitored impact</p> <p>Family Worker and DSL team continued work in supporting pupils and families.</p> <p>Case study evidence of pupil progression, monitoring and tracking attendance over time</p> <p>Specific areas of curriculum reference including RSHE.</p> <p>Increased attainment and progress</p> <p>Increased attendance and improved punctuality for target pupils</p> <p>HIVE team allocated professional in school (health, information, virtual school and emotional well being)</p>
2. Improve attendance and reduce instances of lateness	<p>Sustained improvement for PA families post-intervention</p> <p>Pupil premium attendance improves with a reduction in the % of persistent absence/lateness for all pupils, but particularly the disadvantaged group</p> <p>Targeted support in place for individuals and families who have poor attendance or are at risk from poor attendance</p> <p>Attendance % in line with national average</p> <p>Absence rates to reduce year on year</p> <p>Attendance gap to reduce year on year</p> <p>Reduction in PP persistent absence to approach whole-school attendance.</p> <p>Routine letters for lost learning - monitor and meet parents to engage in school standards - less of these to be sent out each term.</p> <p>Termly attendance fliers to promote pupil attendance</p> <p>Family Worker continue to work with families and promote the life skill of attendance and punctuality.</p> <p>EEF Fostering a Culture of Attendance</p> <p>All disadvantaged children will have the opportunity to attend Breakfast club every day at school</p> <p>Working within the Guidance of Working Together to Improve School Attendance 2024</p> <p>Changes to whole school attendance reward system implemented and working effectively</p> <p>Use of Arbor to more closely monitor.</p> <p>Continuing the Accountability for All ethos with all staff involved in promoting punctuality and attendance.</p>

	<p>Rewarding and reminding pupils of the attendance message both in class and in assembly</p> <p>Termly 100% attendance certificates</p> <p>All disadvantaged children will be given the opportunity to attend at least one free after school club per term</p> <p>All disadvantaged children will be given the opportunity to participate in educational visits</p> <p>All disadvantaged children will be given the opportunity to attend free extra-curricular music tuition sessions with free transport provided</p> <p>All school competitive sports teams will be comprised of a greater proportion of our disadvantaged children</p>
3. Improve language, communication and Phonics outcomes for disadvantaged pupils	<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>Increased PP GLD in Communication & Language, Word Reading and Comprehension</p> <p>Accelerated progress in vocabulary and oracy in KS2</p> <p>RWInc scheme: continuous CPD for all teaching staff (x2 Development Days)</p> <p>BLAST in EYFS to improve oracy and language</p> <p>Fast Track Fresh Start for KS2 pupils.</p> <p>Reading for pleasure</p> <p>Embedded practices from The Reading Framework 2023 including prominent book corners and vending machine</p> <p>Work scrutiny and pupil voice to triangulate evidence of attainment and progress.</p> <p>Targeted interventions have impact upon pupil progress.</p> <p>Timely SALT referrals</p> <p>CPD for staff to ensure quality up to date teaching, learning and intervention.</p> <p>EYFS/Phonics data in line with national (Yr 1)</p> <p>Phonics events in school to support parents in their own understanding of early reading</p> <p>Oracy focus opportunities including performances, assemblies and presentations improve pupil confidence, spoken grammar and diction</p>

<p>4. Consistent QFT leads to improved learning outcomes for all SEND and PP pupils</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</p> <p>A higher number of disadvantaged pupils, who have gaps in their learning due to the pandemic, will have caught up with their peers</p> <p>Those who have a SEND need will make at least expected progress from their individual starting points</p> <p>Targeted interventions in place for PP children with SEND which supports children to access the curriculum and make good progress</p> <p>Reduced gap between PP and non-PP in reading, writing, maths</p>
<p>5. Increased family engagement, involvement & confidence</p>	<p>Higher engagement in workshops and parental programmes</p> <p>Families self-report increased confidence supporting learning</p> <p>Improved homework and reading engagement for PP pupils</p> <p>High quality guidance provided by the school signposts vulnerable families to outside agencies and supports with improving parent relationships with the school</p> <p>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</p> <p>Parents of PP pupils engage more fully in whole school activities, including workshops</p> <p>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</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 5 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• Ensure behaviour for learning is good – EFF Impact +3 months	1, 2, 3, 4,5
Teaching Assistant support in classes across school	<ul style="list-style-type: none">• Access to quality first teaching – EFF Feedback Impact of +6 months• Individualised Instruction and Teaching Assistant Interventions – EEF Impact of +4 months	1, 2, 3, 4, 5
Staff Professional development ensures that teachers and support staff develop pedagogy and impact positively on pupil progress Bespoke training packages delivered, including: RWI Phonics, teaching of writing, maths, Maths Hub, Thrive, BRP and EYFS curriculum, CONNECT MHST and phonics.	<ul style="list-style-type: none">• Research shows that high quality CPD for teachers has a significant effect on pupils' learning outcomes (Education policy Institute, Evidence Review: The effects of high-quality professional development on teachers and students,2020)• 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	1, 3, 4, 5

	<ul style="list-style-type: none"> Support and training from NTC for Y1 Provision and EYFS staff; Foundations for Learning and Quality Interactions 	
Contribution towards IT programmes providing support for teaching – Espresso/ Purple Mash/Times Tables Rock Stars/ Mathletics/ Spellingshed	<ul style="list-style-type: none"> Children are able to access programmes at home to support learning in school - EEF Teachers have access to quality resources to support learning in the classroom - EEF 	1, 2, 3, 4, 5
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, 3, 4,
Subject leads across school given time out of class to monitor and focus upon their curriculum specialism to continuously improve and ensure progress	<ul style="list-style-type: none"> Pupil progress meetings where staff meet with school leaders to discuss pupils and identify what is working and what needs to happen to accelerate progress for those where learning is not embedding Triad work for teaching staff to shadow other teachers relating to standards and closing the gap 	1, 2, 3, 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	<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 	1, 2, 3

<p>School led tutoring funding allocated to RWI interventions BRP BLAST</p>	<ul style="list-style-type: none"> EEF says there is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy - +5 Evidence shows that extensive individualised or small group tuition is highly effective - EEF +4 EEF toolkit states that Oral Language Intervention has an effect of +6 months when extending and refining children's spoken language 	
<p>Teaching Assistant intervention programmes across school in afternoon sessions on withdrawal basis -rolling programme SENDCO and AHT to monitor progress Maintaining additional SENDCo Leadership and Management release time to target increasing complex SEND</p>	<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" EEF 2019 	1, 2, 3
<p>Catch-up and Booster after school programmes</p>	<ul style="list-style-type: none"> School based action research – after school booster sessions in Spring Term makes significant contribution to attainment in Reading, SPAG and Maths 	1, 2, 3
<p>Contribution towards IT intervention programmes which children can also access at home</p>	<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
<p>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</p>	<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
<p>Targeted access to focused 'more able' provision days for writing, maths and science</p>	<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: £93,720

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-based Family Support Worker to provide support for children with welfare issues – undertake home visits and run Early Help Plans.	<ul style="list-style-type: none"> Positive outcomes for children – case studies Improved attendance data for persistent absenteeism Improvement in engagement in children's learning for parents – case studies 	1, 2, 3, 4, 5
My School Nurse – 0.5 days 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 Research shows that interventions which target social and emotional learning improve pupils interaction with others and self-management of emotions. This has a positive impact on attitudes to learning and therefore aids increased attainment. (EEF, Teaching and Learning toolkit, 2018) 	1, 2, 3, 4, 5
Embed principles of good practice set out in the DfE's Working Together to Improve School Attendance guidance Weekly attendance meetings (Additional admin capacity including SEN support) Attendance CPD for staff (ARBOR) Working together with the LA attendance team	<ul style="list-style-type: none"> Ofsted reports show where schools have a robust approach to attendance, clear policy and procedures in place, attendance improves. 	2

Financial support for educational visits, after school activities, HAF provision, visitors to school, enrichment 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 - EFF • 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 	1, 2, 3, 5
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 • Bagels are available for children throughout the morning so that they are not hungry and can focus on learning – EFF/ DFE • Magic Breakfast found an improvement of up to 2 months progress in pupils who received a free breakfast at school, with improved wellbeing and mental health outcomes 	1, 2, 5
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 	1, 2, 5
Arts enrichment. Free musical instrument lessons/sporting activities, art, drama and cultural capital	<ul style="list-style-type: none"> • Arts enrichment 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 	1, 2, 5

	<p>well-being and can positively impact academic performance. EEF Arts participation Impact +3 months</p> <ul style="list-style-type: none"> • The importance of learning an instrument - DFE 	
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 	1, 2, 3, 5
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 	1, 2, 3, 5

Total budgeted cost: £260,820

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 2024 to 2025 academic year.

- Persistent Absence (PA) 14.8% (down from 17.2% from 23/24)

EYFS P TREND (Expected Level GLD)		
	<u>Pupils FSM6 (school) (NA)</u>	<u>Pupils non FSM6 (school) (NA)</u>
CPS result 63% overall (Prime Areas 73%)	<u>50%</u> (51%)	<u>63%</u> (73%)
Year 1 Phonics Screener Results 2025 (PP cohort: 17/37 children, 46% of year group)		
	<u>Pupils FSM6 (school)</u> (National average)	<u>Pupils non FSM6 (school)</u> (national average)
CPS result 84% overall	<u>71%</u> (67%)	<u>95%</u> (83%)
Key Stage 2 Attainment June 2025 (PP cohort: 31/54 children, 57% of year group)		
	<u>Pupils FSM6 (school)</u> (National average)	<u>Pupils non FSM6 (school)</u> (national average)
% achieving expected standard in reading, writing & maths	<u>55%</u> (47%)	<u>70%</u> (69%)
% achieving expected standard or above in reading	<u>61%</u> (63%)	<u>83%</u> (80%)
% achieving expected <u>standard</u> or above in writing	<u>61%</u> (59%)	<u>83%</u> (78%)
% achieving expected standard or above in maths	<u>77%</u> (61%)	<u>91%</u> (80%)
% achieving expected standard or above in grammar, punctuation and spelling	<u>77%</u> (60%)	<u>87%</u> (78%)

Our disadvantaged pupils in KS2 **outperformed their national peers** in writing, maths, GPS and overall for RWM and were in line for reading.

Our disadvantaged pupils in KS2 were **in line with national non-disadvantaged** in maths and GPS.

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	