# **Pupil Premium Strategy Statement Colman Junior School**

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 outcomes for disadvantaged pupils last academic year.

## **School overview**

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| --- | --- |
| Detail | Data |
| Number of pupils in school | 222 |
| Proportion (%) of pupil premium eligible pupils | 37.39% |
| Academic year/years that our current pupil premium strategy plan covers  | 2025 - 2028 |
| Date this statement was published | 1st January 2025 |
| Date on which it will be reviewed | 1st January 2026 |
| Statement authorised by | Georgia Guy |
| Pupil premium lead | Georgia Guy |
| Governor / Trustee lead | Jo Brown |

## **Funding overview**

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| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £124,265.75 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year***If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £124,265.75 |

# **Part A: Pupil premium strategy plan**

## **Statement of intent**

At Colman Junior School we have continued with our tiered approach which allows us to focus on a series of targeted strategies that will have the greatest impact.

**1. Teaching and whole school strategies**

The transformative power of an effective teacher is something almost all of us have experienced and understand. We also know that these effective teachers have a direct influence in enhancing children’s learning. Years of research on teacher quality supports the fact that effective teachers not only make children feel good about school and learning, but also that their work results in increased achievement.

**2. Targeted approaches**

Evidence consistently demonstrates the positive impact targeted academic support can have. We use a variety of support mechanisms including one-to-one or small group interventions as a key component to sit alongside direct teacher input.

**3. Wider strategies**

The final element of our approach is to provide support in tackling the most significant, non-academic, barriers to success at school, including attendance, behaviour and social and emotional support. Our aim is to use pupil premium funding to help us work towards and improve the outcomes of disadvantaged pupils at our school so they can be compared with those of non-disadvantaged pupils nationally.

Our plan focusses on the challenges that our disadvantaged pupils face and aims to get to the causes of the issues. We will use assessment to measure the impact on areas such as enthusiasm for reading and writing and persistent absence and lateness.

With our systems and expectations of surrounding reading, we want all pupils to be lifelong readers that see the value in books and how they can enrich their lives. Our curriculum gives all children access to rich texts and opportunities to read books from different cultures and times.

To ensure the steps taken in this plan are met we will:

-use baselines to measure progress over time.

-raise whole school expectations of what disadvantaged pupils can achieve.

-regularly review and adapt when required.

## **Challenges**

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

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| Challenge number | Detail of challenge  |
| 1 | Some children arrive at the Junior School with weak phonics knowledge that does not support them in developing into confident and fluent readers.  |
| 2 | We have a historic variability in the quality of teaching and subsequent under-achievement. |
| 3 | Our children do not all have an enthusiasm for, and achievement in, reading and writing. |
| 4 | Our disadvantaged pupils have lower outcomes than others. |
| 5 | There are barriers, including language barriers, that can be lessened with a better understanding of technology. |
| 6 | Our disadvantaged pupils have lower attendance than other pupils. |

## **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.

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| --- | --- |
| Intended outcome | Success criteria |
| Consistent and impactful approach to improving teaching and learning. | Successful implementation of CUSP curriculum. Effective CPD in place for all teaching staff.Improved outcomes across school. Teaching practice is improved through lesson observation and feedback.  |
| Consistent and impactful approach to teaching and catching up on phonics ensuring no child is left behind and children to enjoy and value reading. |  Improved phonics and spelling knowledge across school, supporting improved reading and writing outcomes.Children have a voice surrounding their favourite authors and books.Disadvantaged and non-disadvantaged pupils’ reading outcomes to be at national average. Standards and progress evident |
| A rigorous and systematic way to improve attendance, persistent absences and create a deeper feeling of ‘belonging’ in our school environment. (See school development plan) | -Attendance systems, flowcharts and processes in place. -Teacher ownership of class attendance. -Improved parent and pupil awareness of the importance of attendance.-Every child to take part in weekly enrichment clubs of their choosing. -Meetings with parents and good attendance praised through systems such as our Attendance Passports and prizes. |
| Knowledgeable and expert approach to using technology to aid children with accessibility needs | -All staff to complete Apple badges to become experts in their use. -Twilight CPD to support teaching and the &iLearn project. -Increased SENCo knowledge and support using these features. -Ensure this is in all areas of the school. |

## **Activity in this academic year**

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

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

Budgeted cost: £ *40,548.35*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Improve collaboration, vocabulary, reading and writing through the implementation of CUSP.0.1 of EDHT time for leading CUSP implementation. = £8,700.90 | Raised confidence, enthusiasm and standards in reading and writing. All children leaving KS1 able to read fluently, communicate effectively and flourish.CUSP Reading and Writing is an **evidence informed**, carefully sequenced English curriculum, which maps core content in Reading and Writing across the primary journey, ensuring that learning is taught and revisited over time so that pupils commit their understanding to the long-term memory. **All CUSP subjects have been built around evidence led practice.** 1. Sweller’s cognitive load theory 2. Rosenshine’s principles of instruction guided by Cain and Oakhill’s vocabulary instruction 3. Fiorella and Mayer’s generative learning practice We have also used evidence from the EEF on small group tuition for our PP children to help provide them with a more personalised and adapted curriculum offer.<https://fft.org.uk/fft-sfa-coop-learning/> <https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/collaborative-learningapproaches> <https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/collaborative-learningapproaches> | 1, 2, 3, 4 |
| Improve the quality of phonics teaching though successful implementation of Sounds-Write phonics scheme for teaching and catch-up. 0.1 of AHTtime for implementation. £6136.540.2 of HLTA –time for support. £5,7510.5 of TA for intervention. - £7,211.25 | Sounds-Write is a DfE validated synthetics phonics programme which will support the rapid catch up needed for some children to be successful in Early Reading. [Case Studies](https://sounds-write.co.uk/wp-content/uploads/2023/03/A-longitudinal-study-of-literacy-development-using-Sounds-Write.pdf)[Sounds-Write. A new approach to teaching literacy](https://sounds-write.co.uk/)[Choosing a phonics teaching programme - GOV.UK](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes)<https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1736613858> | 1,3 |
| Reading fluency will be improved Herts for Fluency training cost? – £3000 | Following successful implementation of the project, pupils will have an improved trajectory towards the expected standard at the end of Key Stage 2; have a more positive relationship with books; be more enthusiastic, confident readers with an increased understanding and engagement with texts.<https://www.hfleducation.org/reading-fluency> | 1, 3 |
| Children to have access to high quality texts (linked to CUSP Curriculum) in reading lessons to nurture their value and love of reading and to support vocabulary exposure and instruction. £4750 of CUSP reading books  | Reading outcomes will improve with disadvantaged outcomes being in line with non-disadvantaged.Children will speak of their reading lessons and associated knowledge, with passion and enthusiasm. Reading outcomes will improve.<https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1736613858> | 1,2,4 |
| Using technology to ensure accessibility for all pupils. Training = £2,500Supply cover training = £2,500 | Apple coach that helps staff to upskill and improve how iPads are being used in our school.  All staff to complete apple learning badges to they can become more familiar with the platforms we are using each day in school.  Trust and school level CPD that empowers all staff to have an expert understanding of the devices we have on offer. Input from SENCo to ensure the best possibilities are being explored for each pupil.  Front facing teaching so additional modelling can be given each day in school.  iPads in continuous provision in EYFS to model and encourage independence.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital> | 5 |

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

Budgeted cost: £ *38,909.98*

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Accurate assessment of all pupils to provide additional tuition for impact ‘less is more’ approach. YARC - £10000.5 – TA - £11,617 | Children’s gaps will be identified and proven intervention put in place to ensure they can access the curriculum (EEF) This will be through interventions such as Sounds-Write Keep Up and Catch Up and Herts for Learning Reading Fluency.  Over 2,200 pupils have taken part in the Project. On average, in just 8 weeks, pupils have made 2 years and 3 months progress in reading comprehension age and have gained an increase in accuracy of 13 months measured using the YARC Assessment tool. In 2018, SATs data was collected for 292 project pupils. 74% of these pupils achieved 98+ scaled score in the 2018 SATs reading test – all of these pupils were judged as being ‘not on track’ at the start of the project; 60% of these pupils achieved the Expected Standard (this equates to 175 pupils); 5% of this cohort achieved the Greater Depth Standard.  When appropriate, PIXL therapies will be used once gaps have been identified through assessments and analysing QLAs.  <https://www.hfleducation.org/reading-fluency> <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> <https://sounds-write.co.uk/> | 1,2,3,4 |
| Targeted phonics catch up and intervention in place daily for children who need it. 0.5 of TA salary TA - £10,314.230.5 of TA Salary – TAr - £7,553.750.5 – TA = £8,425 | Children will all go into KS2 being able to read fluently. Children will pass the Year 1 Phonics Screening <https://educationendowmentfoundation.org.uk/education> | 1,3 |

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

Budgeted cost: £ *44,807.42*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To improve attendance through creating a sense of belonging0.2 of Attendance Admin salary - £7,027.32Music Lessons - £1,500Trip subsidy - £6500 | We know that attendance has a direct effect on outcomes, belonging and attitudes towards subjects such as Reading. Our work over the next few years on ‘belonging’ will improve these sues whilst ensuring all pupils and parents feel part of the school community. We will use positives like attendance passports and individual praise to let pupils and parents know how well they are doing with attendance. We will increase responsibility on class teachers to improve attendance by completing daily records of attendance calls they make in absent pupils. Fortnightly attendance meetings with attendance leads to highlight next steps and where we can improve next. <https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance> | 6 |
| *To develop the ‘Colman Way’ across school.*Strategies from a range of evidence informed practices will be embedded into the Colman Way to support behaviour and learning behaviours whilst maintaining positively and warmth.0.2 of AHT salary - £15,404.100.5 – TA = £14,376 | We have to ensure children understand learning behaviours. We want all our laners to have the skills necessary to access classroom learning. Staff will have explicit training in ‘The Colman Way’ and feel confident in using these. Children will know and understand ‘The Colman Way’ and be able to voice the impact it has for them.<https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1736613389><https://teachlikeachampion.org/><https://tgmc.uk/welcome> | 6 |

**Total budgeted cost: £** *124,265.75*

# **Part B: Review of the previous academic year**

## **Outcomes for disadvantaged pupils**

The performance of disadvantaged children is significantly below the school and national average in all areas.

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

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| --- | --- |
| Programme | Provider |
| Systematic phonics programme | Sounds-Write/Read Write inc. |
| Assessment | PiXL |
| Management Information System | Arbor |
| CUSP | Curriculum Unity Schools Partnership |
| Ark Maths Mastery | Ark |
| Speech and Language | Wellcomm |
| Accelerated Reader | Accelerated Reader |
| Herts for Fluency  | HFL Education |
| The TGMC  | Good Morning Ms Foster  |